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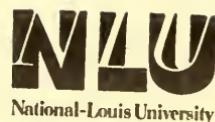
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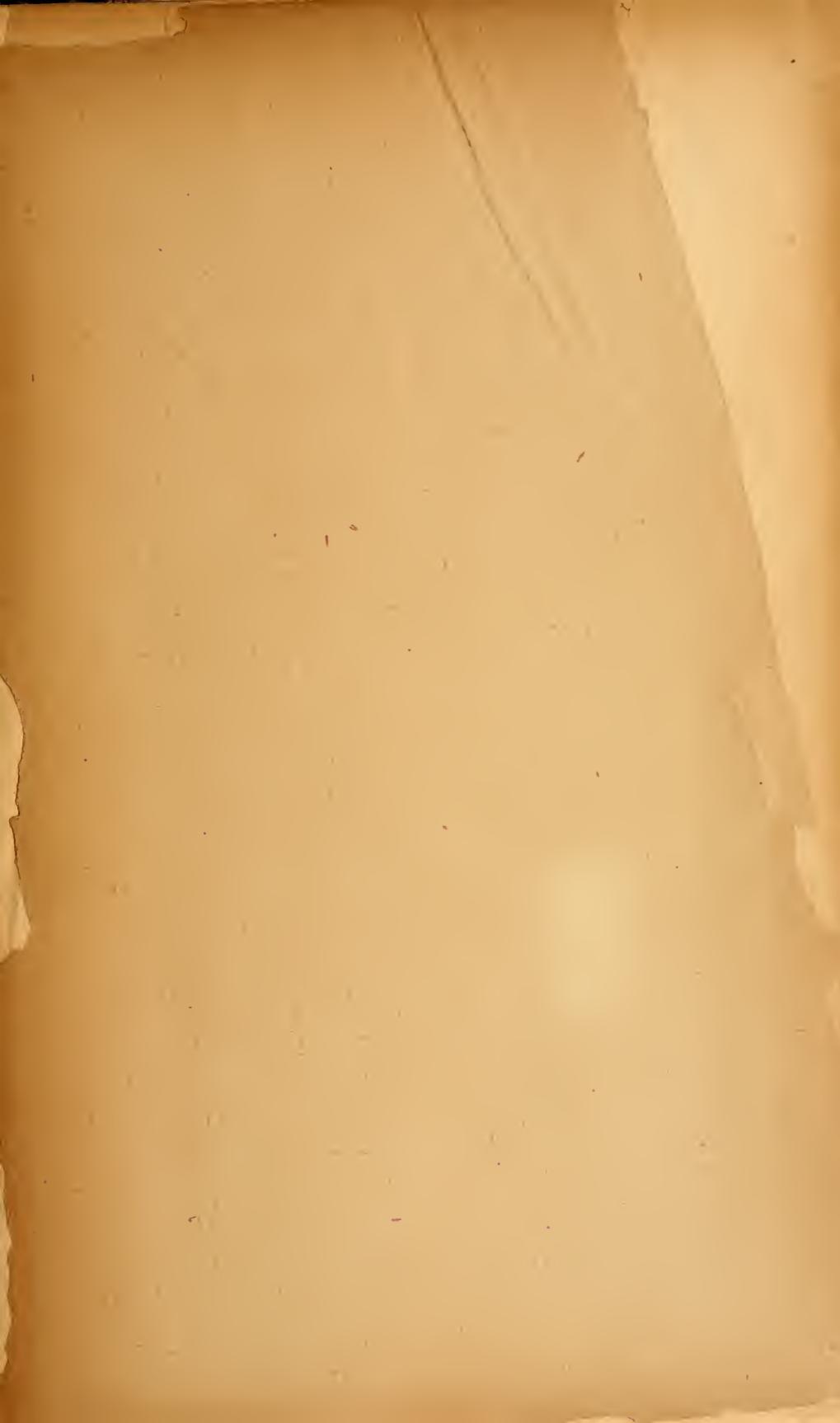
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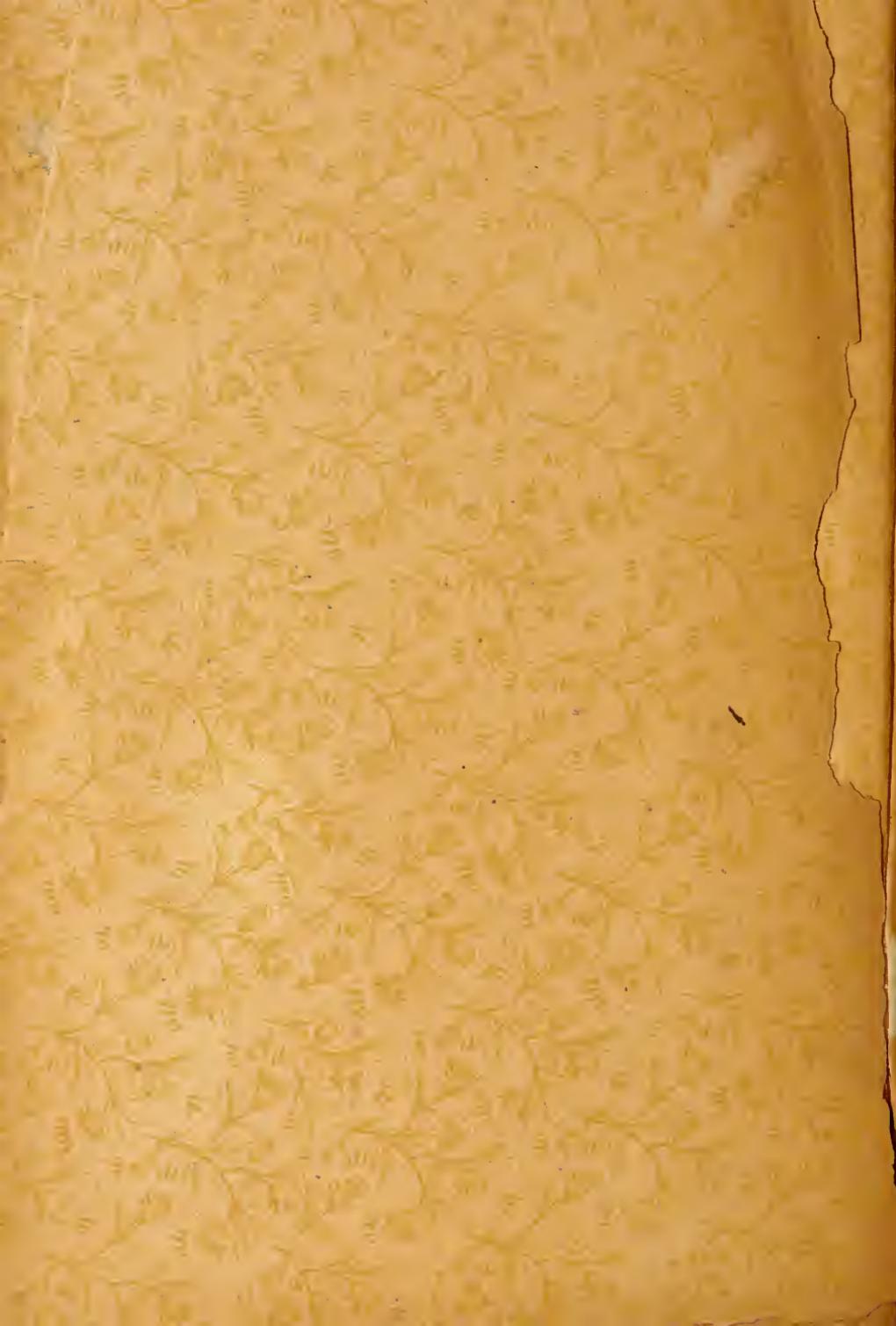
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KINDERGARTEN MAGAZINE

Vol. VII.—SEPTEMBER, 1894.—No. 1.

THE KINDERGARTEN GAME.

MARY CARTER SHORTALL.

THE first thing that comes to my mind when I am asked to consider the subject of kindergarten games, is their peculiar value, and the places they were designed to occupy in Froebel's scheme of education.

In each of the three general divisions of kindergarten work—the gifts, the occupations, and the games—we see Froebel's principles of educating the *whole* child. He never forgets the threefold nature, yet he does not at every moment appeal with equal strength to all three of those natures, but allows the temporary prominence of one, which in turn is subordinated to the others. As in the gifts mental activity supersedes physical, so in the games, physical development is the dominating thought. But since the physical is the offspring of the physical world—the spoiled child of an egotistical parent, and very conscious of standing upon its own domain—Froebel never allows it to come forward, even for its own place in a good place, without a master; and as feeling, not thought, is the natural ruler of action, we see the emotional and the physical natures called into healthful exercise side by side at playtime, while the mental powers, from the seat where they are resting after their active play, look on, uttering from time to time words of encouragement, of warning, and of appreciation, which never fall unheard or unheeded.

In order that this relation of the three natures be made perfectly clear, let us recall some of the kindergartens we have all seen. Do you remember that one where all was noise and confusion at playtime? That was where the physical was allowed to play without a master. Do you remember the one where the children were so quiet and or-

derly, and made all the gestures so beautifully together, yet you felt that something was lacking? That was where the emotional nature had been sent out of the ring.

And then do you remember that other, where the children's faces were so full of expression, and they said "Oh!" quite often, and clasped their hands ecstatically, and seemed full of interest in what they were doing, but engaged in nothing very active? That was where the kindergartner took away the rights of the physical nature and gave them to the emotional; and this last process is a more insidious and harmful one than either of the others, which look a good deal worse to those who see only appearances.

But in the play where each nature is given its rightful place, where "the mental guides, the physical sustains, and the moral impels," there will be seen neither sentimentality nor roughness; neither monotony nor riot; neither misleading representation nor dead imitation; but nature and childhood and human progress will be so truly seen and felt, that their presence must effectually rebuke all criticism of individual methods.

With this understanding of the relations to be preserved and the conditions to be brought about in the games, we come naturally to a consideration of the forces at work among playing children, and of the qualifications which the kindergartner must possess in order to properly direct these forces. Let us divide these subjects, and speak first of the forces at work in the circle of children.

I know that I subject myself to severe criticism by many when I say that the chief legitimate one is the *instinct of imitation*; and I shall therefore dwell a little upon this statement. There are two kinds of imitation, one of which is bad, while the other is good. There is the imitation of the ape, of which quality the greater part of adult imitation partakes, and there is the unconscious and the free imitation of developing youth, which should never be disregarded, much less frowned upon. The puppy learns to bark, the kitten to wash her face, the bird to fly, the baby to walk, the child to behave rudely or politely as the case may be—each through imitation of an act it frequently notices.

You may say that this is not so; that instinct alone would teach these things. Instinct, I grant, is in each case the impelling force, but it is developed and guided by imitation. If a child be kept under the influence of a coarse voice, an abrupt manner, an uncouth presence, for any considerable

period, he will all unconsciously absorb and reproduce these defects. If he be not of the apish class, but somewhat individual, his individuality will alter the peculiarities; but except in the most rare cases, probably those governed by the intangible laws of heredity, it cannot transform them into other things. We instinctively shrink from placing a child in the care of a woman of disagreeable personality, even when we know her character to be admirable; and this instinct may be trusted.

Besides this unconscious imitation continually at work shaping the child's external personality, and through that affecting him inwardly, by the law of action and reaction, I spoke also of the "free imitation" of childhood, which is conscious. Observe any children playing house, steam cars, Indians. How they imitate everything they have seen in actual life or in pictures! Their whole play is an imitation; but is there anything dead or dwarfing about it? Not if the children be children and not French dolls. Nowhere that I remember do any of the master educators place imitation under a ban, and neither must we, so long as it continues to characterize a universal stage of development. Far more dangerous even than the rut of imitation, is the path through the swamp of *determined originality*. To change our metaphor, originality is a thing bestowed, never earned. Those to whom it is given must fear not to use it openly, however little they may understand its nature. It imposes responsibilities while it brings honors. Those who possess it not, must with equal simplicity and singleness of heart exercise that universal power of imitating what they recognize as good. If the core of the good be diligently sought, it will reveal a germ of life as potent to inspire their deeds as though it had, for the first time in the world, sprung up within their own hearts. Let them plant the seed and diligently water it, and ere long the plant, whose name is *spontaneity*, whose blossoms are *creation*, will be theirs.

That the imitation of the kindergarten may be of the quality that becomes spontaneity later, a gentle but constant stimulation of feeling must be exercised by the kindergartner, that the child may first catch the spirit of the thing he imitates, and then absorb it so thoroughly that original action from that spirit will follow. This stimulation may be given by suggestion as to action, by allowing sudden opportunity for action, by setting an example which fascinates, and by filling the play with intense enjoyment

and harmony. Into the last two methods, which are the most satisfactory, the kindergartner's whole personality must enter.

These, then, seem to me the two great forces at work in the play of children,—the instinct of imitation and the power of feeling.

Let us now turn to the last and most important part of our subject—the kindergartner—and consider the demands of her calling; for upon her the whole thing depends. She will be the subject of unconscious imitation. She must therefore so cultivate the powers of her body—voice, bearing, motion—that the little, sensitive forms so surely to be affected by hers, will not learn from her to speak, stand, sit, walk, run, or move in any way which they will later wish to change, either for hygienic or æsthetic reasons. She must have absolute control of all her muscles if she would not only present an example of human growth, but attempt to portray bird, fish, or animal life. Otherwise her representations will be misleading to the children, who will make her a model for their free imitation. Having complete control of her body, she must cultivate sensitiveness of feeling, intensity of sympathy. She must love and enjoy the thing she is playing, and her subjugated body will then express that love and enjoyment in a manner that will at once draw her children into the spirit of harmonious play.

Lastly—and here comes for her the study without an end—she must so cultivate her intellect that it shall worthily direct every part of every action in every game; else with all her feeling, with all her perfect motion, there will be neither accuracy, harmony, nor beauty in the play on her circle. She must apprehend the *essential*, as opposed to the accidental part of each phase of human and animal life, and know how to present it. For every action she must have a conscious thought, and for gesture a conscious feeling, which she must be able to analyze so clearly that she can also analyze, compare, and recognize equal good, if it exist, in a different expression. She should study the laws of beauty in every art, particularly the dramatic, that her play may never be inartistic with all its truth and feeling. Let her learn that some things are beyond the power of physical expression, and that when she attempts to represent them she weakens and lowers their impression upon the children. At the opera of "Faust," as given here recently, after Margaret's death, while the last notes of the orchestra were wafting the thoughts of the audience into

space with her soul, there came into view a great piece of canvas, splashed with white and bright red, jerking along on a wire,—up, up,—until it stuck midway between stage and flies. It was a picture of Margaret on her way to heaven, in the arms of a scene painter's angels, and it always brought the audience back to earth with a terrible jar. It was an excellent illustration of the effect of trying to make visible that which should be felt, and I hope every kindergartner who thinks she can dramatize sunshine—that holy symbol — saw this and will profit by it.

Physical, mental, and moral culture,—studies in nature, in human life and labor, in psychology, philosophy, and mechanics; in normal and artistic physical development; in poetry, music, and dramatic art,—it seems a great deal to demand of one who only proposes to play with children, yet in one half hour she will use them all; and the richer she is, the more she will wish to acquire; and nothing will be wasted, in its effect upon her children.

Before leaving this fruitful subject I should like to add a word to those kindergartners whose play may be said to belong to the school of impressionism, as opposed to that of realism. In their desire to avoid "the accidental as opposed to the essential," and in their zeal for spirit, their dread of mere form, they frequently lose sight of the fact that we cannot have one without the other. Everything of spirit nature has a form, excluding which, we exclude the thing itself. Whenever, owing to the limitations of the human body, a literal representation of another form of life smothers the essence of that life, it must not be given. As in playing horse, a child may go upon all fours, but the limitations of his body are such that the imitation of this physical characteristic precludes the expression of energy, strength, speed, and intelligence, with which qualities the animal has more impressed him than with his four legs, mane, and tail. It is worthy of note that children playing by themselves seldom thus enact a horse. But if they are playing bear, the salient points of which animal are slowness and uncouthness, at once they go down on hands and feet, the literal imitation adding to, instead of detracting from, their feeling of likeness to the animal. Wherever such literalness does not weaken the spirit of the thing impersonated, it strengthens it, and *should be given*.

It has been said, very truly, that recklessness in the kindergartner's play is a desirable quality; but this is only admissible when she has earned the right to be reckless.

When by patient study she has become so completely mistress of herself, her subject, and her methods that no amount of liberty will invite these well-trained servants to forgetfulness of duty, or rebellion, she may cast restraint and tradition to the winds. She who can do this has reached the highest point of ability, from which alone can the destination of the kindergartner be seen.

LITTLE KNOW-NOTHING.

LISTEN, my baby! nobody's near,
Only the kittens small;
I'll whisper something close in your ear,
You never must tell at all.

Two white kittens, with ball and string,
Race and tumble and play;
Isn't it strange—you queer little thing—
That you should know less than they?

You will not open your velvet fist,
Closed tight in a tiny ball;
You scowl when your soft pink mouth is kissed,
And never kiss back at all.

Your eyes, with their lovely, misty blue,
Wander and wonder—oh, see!
The baby listens as if she knew!
The baby is smiling to me!

—From "Songs from the Nest."

THE STEREOTYPED GAME.

ALICE TEMPLE.

AT the kindergarten which was conducted in the Illinois State Building last summer, one of the questions commonly asked by the visiting kindergartners was this: "Where can I find this game which the children have been playing? I do not remember that it is in any of the books." It happened that the games referred to were those which had grown out of the particular subject which was occupying the children during the week or month, the form of them developed by the children themselves, and not guilty of ever having been inside the covers of a book. The possibility of having a game in the kindergarten which could not be found in a song book, with words, music, and directions for playing, had never occurred to these questioners, and I am afraid they are the kind of kindergartners who are looking for dealers in "Plans of work ready made," and "Easy sequences with the Fifth Gift." But seriously, are such experiences not enough to set us thinking as to whether we are in danger of being limited by the stereotyped game? In Froebel's "Mutter und Kose-Lieder" we have our first book of songs and games, and in most of those written since, there is an effort to conform to the general subjects indicated by Froebel, but with improved words and music. When, therefore, we can find in these song collections words and melody which express satisfactorily the thought or idea which our children are trying to dramatize, let us by all means use them. But it seems to me that the danger lies in our choosing the stereotyped game and conforming the children to it, rather than allowing them free expression of thought and feeling, especially as many of these games are not typical ones, and do not represent universal experiences. You all remember a little play which used to be very popular in the kindergarten:

Fly, little bird, fly round the ring;
Fly, little bird, while we all sing.
Then fly down at some child's feet,
Who will sing you a song very soft and sweet.

Of course with these words there is nothing for the bird

to do but fly around the ring and down at some child's feet, who strokes its head as if it were a kitten, and sings, "Stay, little birdie, stay with me," etc., offering to give the bird a home and treat it kindly. Finally the bird flies off, while the child sings, "Please come back some other day." Of course the flying away of the bird is the redeeming feature of the game; but we have false conditions at best. In the first place, the bird is taken out of its natural environment and put in the ring. Then, what bird would ever sit quietly and allow its head to be stroked in such fashion? I admit that the thought evidently intended to be expressed — viz., the child's tenderness for and delight in the bird — is good; but it is not truly expressed.

Another game in which there has been a tendency toward a too literal interpretation of the words is the one in which

The little worm creeps on the ground;
It creeps, and creeps, and creeps around.
'Tis spinning now a little nest,
That it may find a place to rest.

Some years ago it was customary to make the worm of eight children, corresponding to the eight segments of the worm. After crawling about and spinning its cocoon or nest, as the song puts it, the worm would rest for the winter, and in the spring out would come — one butterfly? No, indeed, eight butterflies! This very unscientific manner of ending the game stands out in amusing contrast to the great care taken in the beginning, to have the worm made up of just the right number of parts.

Why should we make such an effort for literal, material representation? Let us, if we will, give the children the whole story of the crawling caterpillar spinning its cocoon, resting for the winter, and waking in the spring. Let them actually see the entire process, if possible. Let them represent the different stages with the material when it can be done satisfactorily. When it comes to the game, however, let us encourage artistic interpretation rather than imitation in detail. Our nature games can do little more than suggest the characteristic life of the thing we are trying to represent. The child who makes us feel the flitting, hovering life of the butterfly, or the free, joyous flight of the bird, no matter how he does it, is a truer butterfly or bird, for the time being, than the one who tries to imitate the exact motion of the wings; and it is a higher thing to suggest the slow upward growth of the flower, than to try to

represent its blossoms and buds, or any of its parts. Let the chalk or paint brush do that. If a child wants to play horse, we do not think it at all necessary for him to go on all fours, but are well satisfied if he suggests in his motion the light, spirited trotting horse, the smooth lope of the riding horse, or the slow, strong pull of the dray horse.

Of course in games representative of man's activities, literal imitation is what we want. We try to get just the right blow of the hammer and swing of the scythe, and just the best motion for scattering the seed or raking the garden.

If we do not find songs which tell the story broadly or universally enough to accompany our games, let us get along without them. I believe our chief games, like most of our stories, should deal with the typical, universal aspects and conditions of nature and life, and that those which have to do with particular or local conditions should be used only to emphasize the others. What, then, is the place of the song to accompany dramatic representation? This question is well answered, I think, in Miss Bryan's introduction to "Song Stories for the Kindergarten": "The manner of presenting a song determines how vital a meaning it shall have to the child. It may be only a memory drill, in which case the mind and heart will be little touched; or it may be the giving of definite verbal expression to thought and feeling roused by some previous intelligent experiences: as example, the Carpenter Song tells of life and action. Children led, by means of pictures and talks, to a sympathetic appreciation of the work and life of the carpenter, will give spontaneous expression in action to their vivid conceptions. After the gradual developing of the play for several days, the words of the song may then be given as the story of what has been acted; or during the pantomime, the action may be described in verse, leaving to another day the introduction of the music; finally giving the words and music together."

What applies to the presentation of songs and games in the kindergarten applies also in the training class. How is it possible to have freedom and individuality of expression on the part of the students, if the games are taught them literally, a certain gesture always accompanying the word, and the game played always in the same way without the slightest variation. Is there possibility for growth in anything so mechanical as this? And when this is the method in the training class, it is the same in the kindergartens, the

children playing as they have been taught. Rather than this, let us have the game cruder in form, less finished if must be, than the one given in the book; but at least in its form, let it be the children's own.

TWO YEARS OLD.

ONE—two—my little maiden
Sitting in the sun,
With your blue eyes full of wonder,
Life is just begun!

One—two—you cannot count it
On your fingers white;
Sum of all your earthly being,
Sorrow, and delight!

One—two—my little maiden,
If the sum shall grow
Here on earth or there in heaven,
Only One can know!

—*From "Songs from the Nest."*

HOW SHALL WE DEVELOP SPONTANEITY IN OUR PLAYS?

MARY E. McDOWELL.

THIS is a question often asked; and as experience is our teacher, I shall go to her memory book and gather hints that may be of use to others.

When my kindergarten opened last fall I determined to have free, spontaneous play, even though the conventional and traditional game had to wait long for its turn. The first week or two we played the physical games, but all the time I tried to get each child to play "Little laddie went this way," in some manner of his own, encouraging him by admiring the slightest change or invention. "Now do something that no one else has ever done in the circle," I would say; and thus encouraged, the children tried all kinds of illegitimate and crude motions; but often very pretty and curious things were wrought out. One thing I gained, and that was a public sentiment in favor of individual, original play.

It was about the second week, when a four-and-a-half-year-old boy—one noted for having nearly broken up one kindergarten, and who was called "the terror" in his neighborhood—discovered that it was in good form in our circle for each child to be itself, and that every child's idea was valued. He was a little man so full of life that every muscle in his quaint face twitched with activity when he tried to make clear some idea brewing in his creative mind. So this original child tested the public sentiment and cornered the kindergartner by announcing from the center of the circle that he had a new game, all his own, that he wanted to play. "Very well," I said; "what is it?" "It is Buffalo Bill!" he exclaimed, and then waited to see what effect this would have upon us all. "Why," I said, "that will be fine; how do you play it?" He hesitated a moment, while his eyes twinkled and the muscles of his face danced and pranced; then he shouted with delight, and jumped up and down, as he declared to us all that he wanted to be Buffalo Bill.

I soon found that his idea of "the show" was mixed; so to aid his memory and make definite his reproductions I

questioned him as to the people, animals, etc., in the show, and soon we had all of the most characteristic elements, such as Indians, soldiers, horses, buffaloes, etc., marching about the circle, obedient to "Bill's" every command.

This was an epoch in our circle history, for from that time each child had his or her turn at reproduction of experience or story or song. Almost always at the close of a story which had any dramatic action whatever, the request came spontaneously from several wide-awakes—"Can't we play it now?" and always, if it were at all practicable, I would answer, "Yes, indeed; as soon as we come to the circle."

Sometimes, when I desired that the facts of history, experience, or science should be clearly seen, before dramatization I would reproduce in gift, and perhaps postpone until another day the playing out of the internal impression.

Perhaps the most artistic play was the dramatization of "The Sleeping Princess." I told the story as the symbol of the awakening of spring. I felt the symbol within me, as I told it, and was not surprised, when from the hush that followed the magical influence of the magical story, to have an almost whispered request to "play it."

Contrary to the usual rule we played at once, while the spell was upon us. The Princess with the hair of gold was our golden-haired Mirriam,—chosen by the children,—who, all unconscious of the implied compliment, went to sleep in the round tower made of children, each child a sleeping stone. Just outside the door of the round tower slept the "Waiting-maid," and beyond her the "Bugler," with noiseless bugle asleep beside him. In the woods were the sleeping trees, flowers, birds, bees, and butterflies.

The dramatic moment was when the Prince on his noble steed, with the wide-awake Princess behind him, rode through the woods, and on every side there was a great awakening. The Waiting-maid, true to the story, began to walk up and down on her errands. The Bugler blew his bugle, the trees began to bud, the flowers woke up and smiled, the birds and butterflies and bees flew about as if rejoicing with the Prince and Princess.

Our artist at the piano had caught the spell, and played real magic music—such sleepy lullabys, and then Mendelssohn's Spring Song, and the "Awake, said the sunshine"!

It was a memorable day; and I must confess that the repetition was never so artistic again; for how could it be? The first play was creative, the second was an imitation of

the first. But in most playing, repetitions improve the game.

Froebel suggests that we let children try to play out their crude and unformed ideas, and then suggest to them each time additions or changes until these ideas become educational, and at the same time are in a certain sense free, spontaneous play directed.

As kindergartners we need more of the abandon of the child; we need the venturesome spirit of the discoverer. Then we will, with the children, experiment in our playing, until together we create something.

Children love to see the process by which we come to our conclusions. Let them work things out with you. This develops a sense of fellowship, and makes the kindergartner more of a mother or big sister, and less of a personage. One original idea a month is of more value to a child than all the kindergartner's well cut-and-dried ideas mechanically worked out.

"Let us live *with* our children" has become almost a cant phrase; but it is a great truth, or it could never become cant. Let us make it a living experience this year. Let us suggest much and dictate little, and our children will have the chance that they are hungering for.

ELEMENTARY EXPRESSION IN MUSIC.

MARI RUEF HOFER.

I HAVE been asked to say something about the child thought in music. Just what the child thought in music *is*, or ought to be, is a question asked for the future to answer.

Although the child has always been the most numerous member of the human family, the consideration of what it has to say in *anything* is of too recent growth to establish *data*.

Nevertheless, what it would say in education, what it would speak for art, what it would express in all things, is here for our consideration.

In view of this idea we are beginning to feel that children's music ought to represent more of what the child himself *is*, and what he would interpret of himself if he had the power. This immediately divides us into two classes,—those who believe the child is something of himself, and those who believe him to be only a conglomerate reflection of things about him, to be acted upon by other conglomerations of ideas and facts.

As we individually come nearer to nature life and to a better understanding of ourselves, when we begin to listen with uncovered ears to the harmonious sounds expressed in a baby's prattle we realize there is a children's music which is yet unwritten and unsung.

Have you ever watched a baby practice its music lesson? It is an adept in vocal methods. Listen how softly it coos its *vocals* and gurgles its gutterals, explodes its consonants in "papapa" and "mamama"! how it attacks with the diaphragm when it sustains a high note! its marvelous legato on ascending and descending scales!

What a power it is when it enters the field of dramatic art! The crooning babe will dance and shriek with delight in its mother's arms, expressing emotional language without words, whose incisive meaning cannot be mistaken. Following the law of harmonic expansion, the upward tendency of its voice is supplemented and emphasized by uplifted and outspread arms and the energized action of every bit of its body. You may make it axiomatic, that the

babe never under any circumstances, however trifling, utters a sound without its emotive reason behind it. Most charming and comforting of all, in an hour's time it will go through all the elements of so-called vocal culture without friction or weariness, and the often agonizing processes of the so-called music lesson.

A healthy child when left to itself seldom separates the elements of expression. Starting from the inner motive or emotion, it represents a unity of expression which, led out and trained, would stand for art. A sensitively organized child filled with an exuberance of expression will, in its play, combine strange mixtures of words and sounds woven together with rhythmical runnings to and fro, accompanied by waving arms and hands, expressing itself in a perfect abandon of grace and art and joyful sound. One child when thus amusing herself would turn ecstatically to her mother and say, "Just see what music I am making!" Not unhealthily was she, in her unbounded freedom, recalling those gifted children of nature, the *cantatrice* and *improvvisatrice*, long lost to the world except in the negro, the Oriental, or the so-called savage races.

The child of the street, who is not inclined to over-expressiveness, when pleased with the unexpected toy or apple will forget to say "Thank you," but will give you a beautiful lesson in unity of art expression, by hugging herself and her apple as one in her joy.

The savage dances his song and sings his dance. The children intone their emotions with proper vocal inflection, untaught. Grown-up man alone strains after methods calculated at best to be a poor imitation of what nature gave him at the start. Even a well-born puppy will whine his discontent at a pitch relative to his emotions, and give an adequate note of assent when well pleased. The old saying that you can gauge a dog's emotions by the thermometer of his tail, has more bearing upon the unity of art expression than the most "telling" flourishes of the modern *prima donna's* voice.

Thus when a child is expressing along its own lines of development, we may take it for granted that it will do so perfectly and without perfunctory adjustment of faculties or organs. As the eye lends itself in unconscious adjustment to the near or the distant, so the organism of the body lends itself to the movings of the soul.

The latest research in psychology declares there is no such thing as a false emotion. An emotion which is not

true is not an emotion, but an affectation. Where the realness leaves off, imitation begins. However this may not apply to the spoiled lives of adults, with sweet childhood the law of inner truth holds good.

With all this in our favor, with our fingers, as it were, on the pulse of their native power, have we not wonderful opportunities for living the beautiful truth of music with our children? Have we not been guilty of psychologizing the child too much from without? Why not let the little John "speak for himself" more? Why can we not have a little more of this exultant delight which leaps from a child's play in his kindergarten play and singing?

With our songs and music for little children there is danger of diluting our art material and the art resources of the child into too much blue milk. In writing and giving music to children we are continually thinking of the limited capacity and experience of the child, and not enough of its capacity for soul expansion. The ideal of songs for children has largely become the happy picturing of the incidents of material life, not only in words but in the character of the music, and consequently it is written under instead of over their heads.

The child's soul is capable of grasping greater nobility of feeling in music than we think. It loves the touch of greatness. One deep organ tone will leave a fund of inextinguishable inspiration in the mind of a child, which a dozen trifling tunes will never arouse.

Stop tickling the emotions of a child with pretty sentiments of either words or tune. If our words will not interpret tone in song, leave them out and give pure tone instead. But, again, speech and song are primarily identical; language is an emotional utterance, as the study of poetry reveals. Are not these tone elements, as becoming future music and art, precious to the life of a child? Should not the music we set before our very youngest be always suggestive of the reality and depth of its own being, becoming, in truth, food for its inner and spiritual nature?

Why should we even expect children from the age of three to five to give out much formulated music? Should not much good tone-food come to them for nurture first? Do we not in this as in everything else, in spite of all that has been said, press the little soul prematurely into formulated expression? I have often been much more moved by the few simple and earnest sounds of children who *did not sing*, than by the glibbest utterances. Sincerity, earnestness,

depth, sweetness of soul, are things to be cherished in children's as in adult art.

In music, as in everything else in connection with child development, it is the suggestive rather than the absolute picturing of the idea which is of value to the child. It is the mood which the music inspires, the impulses which it sets moving in its little life, which—though they may not be realized or fulfilled for years to come—are of permanent value to the child.

There is no method by which feeling can be extracted from man, like the perfume from a flower, which can be afterwards added to the ingredients which make for art, without crushing the flower and spilling the perfume. Art is continuous life, with all its color, its warmth, its passion, its striving and overcoming, its ultimate of triumph even in the life of a little child.

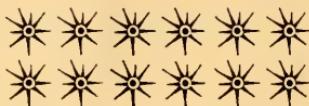
It is a great happiness to every kindergartner when she begins to feel the active limbs and bodies—the acute sense life—of the little ones in her charge come into law and order and loving coöperation in response to the harmonious but invisible messengers of sound. This is the first step,—and it is a great one,—when "heavenly music" grants us peace and quiet and gentleness from without. It is then that the ladder is built from the child's soul to heaven, upon which it may ascend and descend in company with the angels.

Again we must say to you kindergartners, music is not a mystery to you. Go equip yourselves with enough of the technical understanding of music, a knowledge of your own voice,—even without the latter,—enter into the music life of your children. Study into the meaning of your song; find the color of its moods; penetrate into the hearts of the words; enter the life and movement of its rhythm. Begin to interpret, because there is no law between you and it. If it speaks to you of love and reverence, joy and gladness, beauty and goodness, of courage, hope, or regret, aspiration or desire, sing these, and you will sing for truth and art. *Feel them, and your vocal organs will adjust themselves to your needs.*

If there is a high note in your song, it should only occupy its position by virtue of the sentiment which puts it there. You can sing it into its position because of the inner demand and desire on your part, for the expression of that sentiment.

Sing fewer songs; have less music; but when you have

it, let it *sometimes* stand for something more than a convenient vehicle with which to pull your day's load along. Experiment more with your material and less with your children. Let us recognize, first of all, that nature has something to say. Then let us study what this nature or natural is behind the life of the child, as a basis for its action.



DISCONTENTMENT.

MARIAN A. MILLER.

"The spot whereon we stand is bleak and void
Of beauty, but afar the mountains tower
Filled with blue light and life—an Eden bower;
There, more than here, sweet life is unalloyed."
We haste away, glad steps with hope upbuoy'd,
And see not, as we pass, a little flower
Filled with the light of heav'n, a radiant dower.
"Oh, little have we yet," we say, "enjoy'd!"
The hills are gained; but soon, alas! we find
There is the same as here; only, our life's behind!
The setting sun we see; we feel death's wind.
How often thus contentment's flower we leave,
And, searching far for pleasure, naught receive
But withered hopes, and loss, and time to grieve!

THE FIRST SCHOOL YEAR.

(A serial for primary workers.)

KATHERINE BEEBE.

September: Plays, Games, and Songs.—School has begun. You, a conscientious teacher, fresh from a summer school, perhaps, at least rested and refreshed by your vacation and full of new enthusiasms, are once more in possession of a roomful of restless bodies, growing minds, and unfolding souls. You believe with all your heart and mind that the kindergarten spirit and principle ought to pervade the schoolroom, and you know that these are the vital somethings that lie back of folded papers, clay birds' nests, and building blocks, and you mean to apply kindergarten principles, as far as you know them, to all your first-grade work.

Here is your problem: Given fifty children, more or less, and one teacher eager to apply the newest and best educational thought in teaching them the three R's, how shall it be done?

One thing is certain: you must have the *whole* child with you if any sort of good work is to be accomplished. This means that not only must the child's body be present in the schoolroom, that his mind must in some degree be responsive to yours, but that the *soul of the child*, the feeling, willing, motive-making part of him, must be with you also. You want him for his own good to do certain things. You have the power to *make* him do them. That is, you can control his body, and in a degree his mind, by virtue of the authority vested in you as teacher; but the soul of the child, the part that makes him *want* to do the thing that must be done, must be won. It cannot be driven or coerced in any way. Authority cannot reach it, but it comes forth gladly, more than half way, in response to the teacher who has the heaven-given power of drawing it to herself.

It is so common a thing to see a child in school in the body only, that we have ceased to notice it; the rest of him roaming far afield, God knows where, creating a world of its own more in accord with child nature than the everyday schoolroom. "Johnny is a good boy," the teacher says, "but very dreamy. He does not learn very quickly. I think I will have to put him back with the C class."

When a teacher, by reason of inspiration or good train-

ing, brings to her children *the right thing*, they respond so freely and fully, that half in ecstasy, half in despair, she exclaims, "Why cannot they always be like this?" If they could the millennium would indeed be here, ushered in by an army of perfect teachers. Our present work is to find out what this "right thing" is in song, story, play and working methods, that we may give it to our children, and keep them "with us" for periods of longer and longer duration.

If you have ever taught little children you know what I mean when I say that often we have only the body of the child with us; you know what I mean when I say we hold the child's mind—or call it attention—as well; you also know that even then, unless we have the soul, the will, the *love* of the child in addition, our work is but imperfectly done. You must at some time in your dealings with children, either in school or out of it, have experienced what I mean by the words, "having the whole child with you." If you have not, then *play* with some children, heartily and earnestly, and you will know that when you so hold him all things are possible.

Picture to yourself an ordinary group of six-year-old children gathered about a teacher, near a blackboard on which is a reading lesson. Some of the children are not even hearing and seeing. They are present in the body only. Others are looking and listening, and even repeating words over and over, which "go in at one ear and out at the other." Still other children, by virtue of good home training, a kindergarten education, an inherited pleasure in learning, or a sympathy with the teacher's thought, are "all there," and learning rapidly what she intended the lesson to teach. But these last are the few, and in the beginning of the school year you are yearning with your whole soul for the many. You want them all, every one, *with* you for the forty weeks to come.

What can you do more than you have done? What new ways and means can you use? Is there any way, yet untried, to gather them to yourself?

You must become acquainted with your little folks; and that means more than knowing them by name and whether they are bright or slow. You must know what has already gone into their minds, as that is the mental foundation of the superstructure the school board expects you to raise. But more than this, you must in some way get at the soul of the child, if in the days to come that soul is to will, to think, and to do as you would have it.

What shall you do first of all, to give yourself to the children and to get them to give themselves freely into your hands? Play with them. I do not mean by that that you are to learn some pretty little kindergarten games and teach them to the children; I do not mean that you are to play *for* them, play *at* them, or make them play. I mean you are to play *with* them.

You have learned, perhaps, that "Play is the first creative utterance of man"; that "Play is the expression of self-activity." You know that the child comes to you from a world of play, in which he has lived for six years; that its atmosphere is his native air. Now the whole child plays. Body, mind, and soul are all present when he is playing happily. Why can we not use this tremendous fact, and, instead of taking the child out of this play world all at once and plunging him into a school-work atmosphere, go down into it ourselves to meet him on his own ground, live and play with him there, and after nature's own method, make him so at one with us that we can lead him where we will?

Let me say again, and more simply, that you can in no way better learn to know your children than by playing with them. The time will not be lost if you win them for friends and comrades, for once truly won, you can not only teach them what the school board decrees they must know by June, and that more easily, but you can teach them much of this *by means of* the play they love.

You have of course heard much in kindergarten circles about organic unity, continuity, and relationships. In school circles you have heard the same thing discussed as unification or concentration of studies. You have made out a program in which you have strung your beads of reading, writing, language, and number, on a thread of science or literature. You are sufficiently advanced in new lines of thought to know something of the scientific and psychological reasons for relating your work. Add another bead to the string, and call it play. Remember the child will learn what he *loves*; remember that he will love what gives or has given him pleasure; and let him express in dramatic action the things you are anxious he should love. Every expression deepens the corresponding impression. Expression in games and plays being most natural and spontaneous, necessarily makes deep impressions.

And now you ask, "What shall we play?" From the large and increasing store of kindergarten games and songs

select such as carry out or emphasize your own thought, and which are at the same time adapted to your peculiar circumstances and surroundings. Change, adapt, and transpose to meet your individual necessities. You have another and a richer source of supply in the inventive imagination of your children. If you can call that into full play you will never be at a loss for a representative game, or indeed a game of any kind. Believe me, this mine of wealth is at your feet; but you must find the way to it.

Remember, too, that making, unmaking, building, preparing, clearing away, seeking, and even working, are play to children if so presented. If you can so arrange your school life that the children can work with you for the attainment of desired ends, that will be play to them. The tremendous force of the child's activity, often pent up to the exploding point, expends itself safely and happily in this kind of play. If the force be directed instead of dissipated, it will move the educational wheels as steam does those of a locomotive.

During September and October outdoor life is too beautiful to be left out of calculation, as it usually is when once school has opened. Facilities for its adaptation to school purposes differ greatly in different localities and under different school governments. But if you have any facilities at all, if you can get out any time or any where with your children, let me beg of you so to use part of the many beautiful days of autumn. The open country, parks, and even streets, are full of the material and experiences we want during the winter months, and any opportunity of observing, collecting, and enjoying Nature's gifts is the best of play to the children.

I well know the obstacles in the way of this method of study; but until you are absolutely sure that you cannot get out of doors with your flock, or part of it, do not give it up. You will come nearer to the soul of the child out of doors than in any other place.

A word as to the difficulties in the way of playing with children in the ordinary schoolroom. You have no circle as they have in the kindergarten; you have but little space of any sort. Many of the games in the books are impracticable for a large number of children. The obstacles are very many and very real, and to overcome them you will have to call out all your powers of adaptability. There is always something that can be done. "Where there is a will there is a way." We can nearly always do what we

really *want* to do. If you have a thought in your mind which you wish to express in play, and are at a loss as to how it shall be carried out, consult the children themselves, and be sure that they will point out a way. Talk matters over freely with them, and do not be afraid to follow out their ideas.

Part of Froebel's idea of play prevails to a certain extent in the schoolrooms of today, and many teachers are seeking to enlist the interest and sympathy of the children by pervading their work with a play spirit. When quiet is necessary they play they are flowers, perhaps; in learning a word they sometimes take its picture; in writing, the hand is a sled gliding over the snow, and so on. Now this may do for awhile; but a child's imagination is so vivid that your own will have to become correspondingly so if you are to keep up with him. A thing must be really worth while, to hold a child's interest for any length of time. Play that is merely a device does not serve its purpose very long. To accomplish anything it must have a hold on the child's love; and by love, here as elsewhere, I am saying interest in a larger way. The moment your play with the children becomes desultory, stereotyped, and of the make-shift order, that moment it begins to lose its hold on the child's affections; for children are very genuine. Respect the intellects and intelligence of these six-year-olds with their lively imaginations, and give your own best thought to the plays and games you mean to use. Nothing less will accomplish your end, and your best help and inspiration will always come from the little folks themselves.

I have seen in good schools a wise use of various sorts of guessing games,—games like hide the thimble, stage-coach, dumb Crambo, and adaptations of other old standbys. They were used merely to rest the children or to brighten and quicken their intelligence—good motives both; but if these things can be accomplished by means of games that express and help to carry out the thought line on which you are working, they of course accomplish just so much more.

We must keep in mind the natural dramatic instinct of the children, and remember that they love to be frogs, birds, butterflies, horses, and bears, simply as such, in a game or out of one. Bearing this in mind, calling freely on the child's inventive powers, and making a wise use of existing stores of material, we ought to be able in the world of play to meet the child on his own ground, and to call out his

whole self to meet us and go with us on a ten months' journey that shall be a joy to us both.

One more word to those who are saying to themselves, "This is all nonsense! School is a place for work, not play. I never played in school, and this 'new education' seems to be a collection of ways and means to make everything easy to the children,—a sort of royal road to learning, where the teacher alone really works."

Six years is a very short span of life. The little folks who enter school this month have been mothers' babies all their lives. They have done nothing but play so far, and it is hardly reasonable or fair not to introduce them into a work world gradually and naturally, instead of plunging them at once into a cold bath of restriction. Aside from this, to repeat what I have been trying to say in the preceding lines, until you have the love and good will of the child you cannot get his best work. We can gain this good will by meeting Six-year-old at least half way, and by following Nature, who is ever teaching us that her ways are best.

No reasonable teacher doubts for a moment that the school is a workshop; that habits of industry and application must be formed there; but she proposes to form these habits in the children under her care by educating the will, the love, the affection, the motive power of the child. She learned when at school herself, that "You may lead a horse to water, but you cannot make him drink." She knows how much time teachers past and present have spent in trying to make their horses drink, and hopes by newer and more scientific methods to excite a thirst in hers that shall make them *want* to drink of the waters flowing from the fountains of knowledge and wisdom.

WORK OR PLAY—WHICH IS IT?

ANNETTE HAMMINCK SCHEPEL.

ACTIVITY is the essential expression of all life. In every child we find two forms of activity,—the one which concerns him as an individual alone, the other, which arises from his relationships to others. It may be said he *plays* when he is giving vent to his activity without regard to other persons. It may be said he *works*, when, in consideration for this or that person, he does some particular thing. When he finds himself a part of a family whole, his play gradually blends into work. Every creature, whether adult or child, needs play as well as work. This play may be the pleasurable reading of a favorite book, attending a concert, perhaps the spending of a quiet evening on the veranda, or the knitting in a chimney corner. Whatever brings rest, repose, and refreshment to the individual, independent of others, may be considered activity in the form of play. The self-activity which directs this riding or reading or chatting is from the same source as that which impels the inventor, regardless of day or night, or neighbor or friend, to work on in his endeavor to establish a certain mechanical principle. The latter takes on the form of work and labor as soon as a goal is set or an aim defined.

The adult pursues self-set goals from day to day. It is therefore said that he works. The child often plays on and happens, as it were, upon this result or that delight. The child has yet to learn how to establish an aim and reach it. When in the nursery or kindergarten an aim is set for a child which meets his inner acquiescence, he ceases to play; he begins to work. The three-year-old throws his blocks aside and begs for something *to do*. His activity is by no means exhausted; but he desires something *definite* to do. Mother says, "Build a house for your rabbit." Yes; he builds with new zeal. He works hard to make the door right, through which Bunny may leap. He has an aim, and works to fulfill it. When baby buttons her shoe for the first time she is exultant for the same reason that her thirteen-year-old brother is when he brings home the first dollar earned all himself.

When questions come from children as to why people

do so and so, they are seeking to know people's aims. When they ask to help do this or that, they need *work*; and the adult must provide the same, by setting a goal. Sew for Dolly, pick up the scraps to make the room tidy, or bring the chair for father, are all tasks where the so-called "play spirit" is applied by actual effort unto a given end. When a consideration of others is necessary in what the child does, his work begins indeed. He helps mother, until some day helpfulness becomes a habit. Regular duties soon follow; and duty is found not in serving of others, but in a mutual participation in the work necessary to the comfort and the harmony of the whole.

Hand work in the kindergarten ceases to be play, when a definite purpose is to be reached. Clärchen sits with the other children stringing beads. Some of her companions are eager to make a long string, some to finish their work first, others to sort all the blue ones. Each has his own little aim, within the larger purpose of the kindergartner, who says: "We will all be busy workers today." Clärchen strings a few beads, looks about her, spies a doll in the corner, strings a few more beads, again looks furtively at the kindergartner, then quietly slips away to nurse, rock, and tenderly care for Dolly. She plays all unseen and un hindered. Pure play is written in every movement, and it is play which needs no one else in the world but Clärchen and Dolly. The work hour closes, she finds her place again, and becomes one of the little family. The aim for stringing beads was not made sufficiently clear or appealing to hold her interest. Her nature, or temperament, called for play. "Why not make a chair for Dolly?" and so apply the wonder-working play spirit, even as in nature the running stream is led to turn a wheel?

Work and play cannot be definitely separated with distinct forms of activity, one of which can be said to extend so far and end at such and such a point. When once a definite aim is set, care should be taken to have it faithfully fulfilled. The fine art of education is to thoroughly understand child nature, and set aims according to its increasing capacity to fulfill them.

What are authentic playthings for children? When children build a house to knock it down, are they at play or work? When a lad under great difficulties makes a kite, searching out the appropriate materials, is he at work or play? Are children playing when following the instructions of a kindergartner in so-called games? When chil-

dren busy themselves eagerly to make Christmas gifts for the family, are they at work or play? Is "being good" or "being busy" sufficient motive to impel children to work? Can a child be too lazy to play?

Switzerland, July 29.



SONG.

DOLLIE RADFORD.

The golden gorse and the heather
 Bloom down the whole hillside;
And below in the rocks are lying
 Still pools where the sea flowers hide.
 And all the day
 The shadows play
 In the cliffs and chasms wide.

The hedges are decked with berries,
 The lanes gleam with yellow and red;
And the pale blue endive blossoms,
 And the golden-rod lifts its head;
 And poppies shine,
 And wild woodbine
 Scents the air round the ferns' green bed.

And time passes by like a dream,
 And birds sing the whole day long;
And bright-winged insects fill the air
 With murmurs, and flash along
 Where the green leaves part;
 And my own heart
 Is full of a happy song.

EDITORIAL NOTES.

AN APPEAL TO KINDERGARTNERS.

The time has come for stepping up higher. The immediate work with the children in the kindergarten must be supplemented not only by systematic work with parents and nurses, but with more thorough preparation for training teachers. The demand for stronger and more broadly cultured kindergartners increases daily. The Kindergarten Literature Company is in constant receipt of urgent demands for teachers who can give the training to parents and kindergartners. Here is a sample letter; it is from the superintendent of schools of one of our large Western cities, and is only one of a dozen like inquiries: "The board of education have instructed me to make inquiries for a suitable person to supervise the work of the kindergartens in this city, beginning in September, and I thought you might be able to direct us in our search. We desire not only a good kindergartner,—one who knows the work and is full of the spirit of the kindergarten,—but who is also able to carry forward the training of teachers as well as lead wisely and inspiringly those who are employed in the various kindergartens. If possible we would like to have some one who is acquainted with the work as it applies to schools above the kindergarten; but first we want a spirited kindergartner." Notice how much of a woman such a training teacher must be, as well as cultured.

A lady writes from another city: "We must have a kindergartner, and you must help us to get one. She must be a good kindergartner, as well as able and willing to do missionary work among the mothers; that is, we want a teacher who can teach the mothers, and who can inspire the school board and the public school teachers with the importance of having the kindergarten as an integral part of the public school system."

Another writes, "We have decided to open a kindergarten, and we want a live kindergartner who can conduct mothers' classes, as well as train her assistants in the kindergarten."

The normal schools are asking for kindergarten training teachers, and we could get well-paid positions for several

first-class kindergartners. Now this all means something, and that something is this: there is a demand for a higher grade of kindergartners. This is the natural outgrowth of the kindergarten itself. No one can study Froebel a little bit without being sensible of a new impetus toward bettering all our methods with children, at home, in school, and in the Sunday school. We realize at once that we have outgrown the old ways, and their absurdities are becoming more and more apparent. A system of child culture, with each teacher and mother free to individualize and specialize the phases of this system which is wellnigh universal in its adaptability to child life, is now demanded. Superintendents of schools and school boards are beginning to see that something is needed for the child before it reaches the school age; they realize that the kindergarten is the thing needed, and now the demand for thoroughly trained kindergartners has set in, and the supply is so limited as to be almost none at all. The cry has been going up for years that women are not paid well enough for the work they do; that they cannot command the wages of men, although doing the same work; that women cannot compete with men, etc. Now here is a field that belongs exclusively to women—to talented, cultivated, refined women. The work in this field is peculiarly woman's, and the training for it is beneficial for every vocation in life; especially does it add to any woman's attractions in the home and in society. Young women can fit themselves for this work, and after the second year of study can be earning at least fifty dollars a month while they are finishing the course of study, with an annual increase of salary in proportion to the ability they develop. By the time they have finished the course of study, they may be sure of a position with a salary varying from eight hundred dollars to fifteen hundred a year, according to the completeness of their training. We urge all our readers to make this known to the young women who are seeking a vocation in life that will not in any way interfere with home or social duties, and make clear to them that this is a permanent and a beautiful work, in which they can grow in beauty of mind and soul, and for which they will be paid commensurate with the ability and spirit they carry to the work. But especially do we desire to inspire those now in the kindergarten work to fit themselves for these positions that are so rapidly opening up for the larger work of training teachers, and for leading mothers' classes in the study of child life. Can there possibly be a nobler

work, a higher calling, for any young woman however gently and nobly bred, or however ambitious for a successful career?

WITH this issue the KINDERGARTEN MAGAZINE gives its No. 1 of a volume of symposiums, "Plays, Games, and Songs" being considered. The outline for the year has not been fully decided upon, but will in substance be as follows:

October—Gifts and Occupations.

November—Nature; Proven Truths; Science.

December—Festivals; Holy days; Patriotism, Home, and Country.

January—Color; Form; Number.

February—Industries; Art and Artisanship.

March—Story; Poetry; Drama.

April—Gesture; Language; Expression.

May—Progression; Spring Continuity; Growth from Nursery to Universe.

June is still to be considered.

A regular serial on first-year primary work will take up each one of these topics in turn, coming from the pen of Miss Katherine Beebe.

The articles on the Mother-Play Book will also follow up this outline and continue through the year, last year's series of articles (September, 1893, to September, 1894) being introductory.

The Mothers' Department will adapt each topic to the nursery.

The Field Notes will give full and thorough studies of special work being done in the special fields, telling their individual demonstrations. These reports are invited.

THE late report of the United States Commissioner of Education announces that twenty-seven states are now supporting the kindergarten in their public school systems; that is, some of the cities and towns in these states have incorporated the kindergarten into their public schools. Missouri leads with nearly one hundred kindergartens, all in St. Louis. Massachusetts follows, with fifty-five; then Wisconsin, Pennsylvania, and New York, with forty-five each. Ohio has opened the way to the admission of the kindergarten into the public schools, and Chicago is beginning to think about it.

EVERYDAY PRACTICE DEPARTMENT.

HOW TO USE THE MOTHER-PLAY BOOK IN THE KINDER-GARTEN.

(These articles are continued by request of many young kindergartners, and are open to questions.)

I.

Every teacher and mother has used pictures and picture books with little children. The mothers have had the repeated experience of a child preferring one book or picture to all others, because of some special incident connected with its use. Auntie may send a beautiful book across the water to her little niece, with all good intent and loving attention. The book may lie as a fallow possession for many days, until perchance a visiting family friend looks it through with the only-too-willing owner. The experience of having shared its beauties and of having had them sympathetically interpreted causes the before-unheeded book to become a milestone in a short life. It is such books or pictures which have become illuminated by personal experience, which are brought out by the children on special occasions, and to which their thoughts turn a thousand times in secret, that they may live over again the *participated pleasure* as well as the story. A picture book may grow in value, by that same law which expands the familiar old home songs into national properties, which in turn gather about them so many generations of human associations, as they voice again and again individual experiences, that they ripen into classics.

The Mother-Play Book pictures were specifically designed to coöperate with this law. The pictures were intentionally planned, not merely to represent *things*, but to suggest childish *experiences* with things. While they seek to tell the wonderful stories of nature, they always include the spectator,—the child, in the story,—and hint in invisible ways how the little spectator can participate in the life of things. Read in the explanation written by Froebel to accompany the song of "Grass Mowing": "A careful selection, arrangement, and grouping of beautiful pictures, illustrating country life or industrial life, you have no doubt secured, good mother. You have no doubt gathered about

these simple but definite stories from actual life, with effective results. With your permission we will look through this collection of pictures together, and follow out their suggestions." Read the paragraph following this, and see the simple and yet far-reaching method and purpose in providing mothers a book containing suggestive illustrations from daily human life. There is no profound theory here to be mastered. There is a demand for natural, gradual, and daily utilization of the common experiences and surroundings of every child *toward* educational progress.

The nursery may be provided with scores of beautifully gilded books which have little or no meaning to the young citizens who rummage and work and play all about and around them in an incessant effort to prove the sense or meaning of things. One book written or illustrated for the child, with the purpose to help him read in behind things, will not be left idle on the shelf. The pictures of this book must be something more than of animals or plants or household furniture. To tell a story these pictures must have many things all gathered together and related by one incident, activity, or experience. The pictures of the Mother-Play Book are therefore as valuable today as fifty years ago, because they comprise the essentials of good story-telling. The child can read these himself, for they are self-illuminating and self-interpreting. A botany or zoölogy, though filled from cover to cover with the facts about things, cannot hold the interest of the little child, for he reaches, like those other radiates, in many directions at the same time, and demands the privilege of bringing his treasures *home* into his own experience.

Use the Mother-Play Book as something more than a picture book. If your children are accustomed to many books and pictures, perhaps careless or indifferent as to contents, present this book in a less everyday fashion. The mother or the kindergartner should look at the pictures with the children at first, until they begin to find some way of their own for reading the story. The Mother-Play Book is far more than a picture book, since its author strove to make it contain between the lines, behind every figure and leaf and tree, the full, sweet mother spirit, that the child should find fullness of feeling as well as delight for his eyes.

Whenever deep feeling is aroused there comes the demand for its expression. In looking over some one picture —such a one as you personally are interested in—there will come many suggestions of things *to do*. See, these children

are helping care for the flowers; the man is mowing; the mother is feeding baby; the sister is cleaning the window. Let us do something.

Do not attempt to be too literal in having the children do what is being done in the picture. It is sufficient to *generate* the impulse, the motive. Let the natural activity of the child find its own means and materials for expression.

Not long since I watched the use of the Mother-Play Book in a large public kindergarten in a Western city. The kindergartner sat in the midst and the children were gathered about her. There were not more than eight, forming a family group. It was the picture of the meadow and the mowing which held their interest. The little folks were quiet at first, each seeing for himself what the story was about. Soon came one and another eager "See here!" "Look!" "What is that?" until one little boy culminated the experience in saying, "I was in a meadow with grandpa once." Retrospection and reminiscences followed, until each told his little past as it was connected with this particular incident. A short-sighted teacher might have urged the children to talk about the picture rather than about themselves, and so disturbed the very purpose for which it was created,—viz., to generate self-impulse. One child told of the lady living near them who had a great bunch of meadow grass on her mantel. Here was a transition from the "me" to the "next-door neighbor." "Perhaps we can get a bunch to keep in the kindergarten," added another. The children were all talking at once by this time, in their eager rediscoveries of the pictures. An unguarded "Sh!" or "Stand back and each take your turn," might now have proven fatal. This kindergartner was wise as well as sympathetic, and soon found her children ready to hear more about the story than the picture told, telling her own experience of a day in the country in harvest time. The work hour was then safely given over to building, by which the children were to tell about their own experiences or that of Miss S., or that of Peter and the children in the book. In the midst of the busy work hour one child said to another, with emphasis, "We'll go to a meadow, too, won't we?" Here was a hope into the future,—anticipation and aspiration. When the various objects of the field and meadow were afterwards brought into the kindergarten they were received with great warmth and affection, almost with reverence; for each blade of grass or grain had found its true place in the experience of some child, and hence was of far more than ordinary value.

We cannot pause here to carry out the further detail of the so-called lesson. The fantasy and feeling, the spontaneous activity and application of energy which follow every normal experience are familiar to every teacher. She should therefore honor every natural means to further such substantial results. Any object heartily observed by the children will call forth reminiscence. The selection of an essential life incident, such as might appeal to every human being, does more. It throws thought and impulse forward into action. Hence the great value of these Mother-Play Book pictures, which furnish food for thought, feeling, and senses, such as can be turned to practical account in educational directions.

The good Johann Gottfried Herder pauses in the midst of a chapter in his "Philosophy of the Nations," to hint at what should constitute early child training. "Little children should be kept tuned in their early years, like precious stringed instruments, ready for the playing. By the power of the spirit they will then vibrate and respond to the true chords in nature, and through unconscious activity put forth their own music." The Mother-Play Book may be used most practically in this work of *tuning* the children, for it lays no strain upon particular faculties. It throws out infinite sound suggestions, to which each may respond according to his divine nature.

Does a scrapbook answer the same purpose as the pictures above described? Does a chart of accumulated materials tell a story? May such be useful in recalling past experiences? Do mere words set together make a sentence?

Is it a successful pedagogical use of an object, when the child must be urged to observe it, feel it, make it? What is the difference between teaching by object lessons and learning by a series of connected experiences?

In using the picture of "Peter and the Meadow" as the basis for a plan of work, would it be a proof of the child's interest if he expressed the wish to be a baker or a farmer? Could this desire be legitimately expressed in a game of baker or farmer? Should this game be originated by the child desiring to be a baker or farmer, or should an old version be encouraged? How do you use pictures with your children in the primary school? Could the same lesson described above be carried out into composition work instead of block building?

Suggest other materials and methods by which this specific Mother-Play picture may be reproduced by the children.—*Amalie Hofer.*

LECTURES TO TEACHERS ON CONCEPTIVE MUSIC EDUCATION.*

I.

I have no method to teach you. Method is the practical application of the principle of education. The principle of development is therefore that which you are to understand. Apply the principle of education to the study of music as to mathematics. When the principle is uncovered to us it always finds its expression. System is one thing, method another. Method I cannot give to you, as it is the individual application of the principle of education, in music as in all other studies. Be independent men and women so far as method is concerned. System of music education I can give you, because it is a logical presentation of the facts of music based upon its principle, and is inseparable from it; a system of thought, a logical process in thought, I can give, but each must make his own individual application, which is his individual method. Believe nothing. What this age needs is knowledge. With a principle for a basis, the truth of music can be demonstrated; in the manner of demonstration lies the individuality. Whatever we cannot demonstrate must be discarded, for only demonstrative work speaks.

Teaching is the test of knowledge. Teaching probes and shows where we stand, and after seeing the nothingness of all my study, I commenced seeking to know what and why I did not know. This is the starting point. It is not my duty to tell a student what he does not know, but it is my duty to lead him to discover what he knows; then he will find out what he does not know.

What relation does music sustain to the development of the individual? Has it a vital relation to the general development? We are all apt to be so absorbed in music as to forget the trend of the general movement in education, which is now an effort to reach a development from within, —to synthesize study and studies. To Friedrich Froebel we owe a debt which is working in all true thinking. This thought rests upon the Christ and its outcome in humanity. The scientific statement of this thought—the scientific principle involved in all true education—was uttered eighteen centuries ago by Christ when he said, Not that which goeth

* Report of the lectures given by Mr. Calvin B. Cady in the Summer Normal School of Music, Chicago Conservatory, beginning July 9 and ending August 4. These reports are necessarily very much abridged and are of course correspondingly unsatisfactory, for Mr. Cady as a lecturer and teacher should be reported in entirety to do him justice. His lectures and teaching are in harmony with Froebel's thought, and are therefore of the greatest value to kindergartners.

into the mouth defileth a man, but that which cometh out of the mouth, this defileth man. The scientific basis of all true education was understood by a man who followed Christ. Saint Paul said, "Work out your own salvation in fear and trembling, for it is God which worketh in you both to will and to do his good pleasure." What one conceives is the doing or undoing of a man, and reaches the whole economy. Unfoldment is conceptional in respect of every idea in the universe. This is really education; this is finding man's Garden of Eden, his "Paradise Regained," the kingdom over which he is to rule. It is realizing and fulfilling the scientific meaning of the command, "Suffer little children to come unto me."

This understanding of the principle of education brings the child of seven or seventy into the right consciousness of the genesis of his being, and discovers the scientific statement of the Galilean, "It is the spirit that quickeneth;" it is the uncovering of the capacity of the child of seven or seventy to reflect, not create, idea; it is capacity to think truthfully, it is capacity to perceive, conceive, and bring to manifestation or expression. Expression is the complete manifestation of idea, but expression as humanly accepted is nothing.

What is the relation of music to these processes of development?

Music is idea. Idea is "image in mind." To develop music as idea is to develop music consciousness, or music conception. Truthfulness is the first thing in this as in all education. Students are unconscious of not having a conception of idea, so not conscious of being untruthful. Gently uncover this ignorance.

Sense perception of tone is not music perception, and has no necessary bearing upon it—no more than geometric figures drawn upon the board show geometric conception. You must conceive geometry in order to demonstrate it. When lack of perception and conception is uncovered we see the real condition of thought with which we have to deal. Begin where the student is—with the consciousness that is in everyone—with music. Lead the student to find this consciousness himself.

Sense perception of tone is no demonstration of music perception. To illustrate: a little girl came to me who could not sing a tune, could not tell whether tones were high or low, could not sing the tone I gave her. I found her voice by discovering her own conception of melody,

led her to recognize it as her own, then according to her own conceptive capacity I formed a method for her further development. The methods of psychological laboratories are false, because they begin by seeking to differentiate *sensations* instead of uncovering unity in *idea*.

Music is idea, "image in mind," "immediate object of understanding," a thinkable thing, as thinkable as $2 \times 2 = 4$. Music is the triune unity, entity, idea of rhythm, harmony, melody, in the order of their conceptive development—an enormously complex idea. Thus we see that our relation as teachers of music to education is important; we are engaged in conceptive development; all education is no more and can be no less. The fallacy of modern education lies in the fact that the development of man does not depend upon the number of studies a child is able to get over. Unfoldment belongs to eternity, not to time. The kindergarten idea has to be carried into all education. We are all children. Time does not enter into conceptive development. Education is not a thing of two ends. It has no end.

The first question is, What does music mean in its relation to man in the unfoldment of the whole economy of his being? Second, What is the real, the essential nature of music? Third, show how to apply it.

All unfoldment is from within. Infinite intelligence predicates the eternal unfoldment of all that God involves. Conceptive unfoldment and expression are the whole of man, as the reflection of all that we can call God. Man is not separate from that of which he is the complete and perfect conceptive expression. As music belongs to infinite Intelligence, it is therefore reflected in every man, in all men.

Analysis: First it must be made distinct and clear what is meant by analysis. It is not separation of idea, it is unfolding the individualities of a complex idea, the effort to reach, in unity, all the ideas involved in any given complex idea; and this process constitutes study. Analysis is discovering the individuality of the ideas involved in any given unity.

Synthesis: Synthesis is not putting separate things together; this is an impossibility. It is seeing things as *being* together; it is seeing that individualities are one in the complex idea. Synthesis of state is the recognition of the unity of the individualities in the state. We must see that these individualities are one, or there is no state. Find the unity,

for there is no beauty without oneness. In synthesis the unity of that which is affirmed individually is found, and out of this unity we can develop individuality. In this course of study we are to find how to think and what to think. Think not first of the relation of music to other things. Rhythm, harmony, melody are the all of music as idea. The three are one,—the trinity in unity. We cannot think one without the other two. The generative order is rhythm, harmony, melody; but the order of perception is melody, harmony, rhythm.

Melody is based upon the idea of relationships involved in key. The development of perception of that relationship expressed by the term "key" is the basis for the perception of melody. An important work, it may be noted parenthetically, is to get the student to understand the true meaning of words. Words name ideas, but do not express them. We must also make as clear separation between tones of voice or instrument, and the ideas of music. Music ideas are what we should seek to develop, and they are in mind and not in tones. Only when we come to a broader realization of the truth of relations and deal with music as idea may we be admitted to the circle of educators.

The first and simplest perceptive development of the child is that of melodic perception. Melodic perception is not a perception of tones, but of an idea called melody; and nothing short of this can be called music perception.

The child must not only perceive, but what is of greater importance, conceive melody; observation must always be carried to conception, true perception resulting in true and perfect conception. After conceiving the idea, manifest it by uttering it. All sense forms—as for instance, tones—are the symbolization of the perception and conception of music ideas. To perceive only, is of no value. Conception is the sole basis for the expression of idea.

In the process of securing perception and conception of melody there is involved the development of the powers of mental concentration and endurance.

SOME CRITICISMS OF A PIONEER WORKER.

No. II.

Noticing that your September number is to be devoted to the "plays, games, and songs," my mind runs back to the many play circles that I have seen. Believing that the playtime is the best test of the kindergartner's ability, I

have usually taken that time for visiting a kindergarten when I could not remain all morning. No play circle that I have ever seen has fully satisfied me, except the one in the kindergarten conducted by Madam Kraus-Boelte, of New York city. Other kindergartners have excelled her in other respects, but none, in my judgment, have ever approached her in the happy balance between free, childish, impulsive play (oftentimes aimless and trivial) and that directed play which leads the child into the *typical race* activities (oftentimes, alas! made arbitrary and mechanical). She seemed to me to have a genius for true play; the twenty-five or thirty children of her kindergarten played as heartily and with as much zest as if they were in the side yard of some country home, with the birds and flowers for playmates; and yet when one recalled the games played in this kindergarten, they showed a method and plan which led the children into activities by means of which they personated father and mother bird, busy carpenters, sturdy blacksmiths, alert soldiers, quiet churchgoers—thus preparing each child, through play, to begin his lifelong study of those great ethical institutions, the family, the trade world, the state, the church. All things were done in such a leisurely manner that there never seemed to be any other guiding than that suggested by the children themselves. I remember being present one morning when a gift lesson had led to the making of a clock, and the simple little clock song (now superseded by more elaborate recitations and poems) had been sung. When the playtime came, one child suggested that he could swing his arm as the pendulum had swung. "Can you, indeed?" said Madam Kraus in that animated way of hers which always charmed every beholder. "Let us see you do it. Children, shall *Don* go into the center of our circle and show us how he can turn his arm into a clock pendulum?"

Of course the children wanted to see the transformation. They always do when appealed to in that way. *Don* stepped into the center and slowly swung his arm to and fro. All joined in the "tick-tock" chanting. "I wonder if anyone else can be our clock?" Another child volunteered, and again the simple rhythmic movement accompanied by song was repeated. "Can anyone else?" Another child volunteered and the same simple exercise was again repeated, and again another and another child tried it. Then the presiding genius suggested that *all* should play they were clocks with swinging pendulums. "Ah!" cried she, with as

much enthusiasm as a child, "now we can play that we are a clock shop, and all the clocks are going at one time. What fun that will be!" All joined in the glee with as much merriment as if each had evolved the game out of his own brain.

Next came the question, "Do you suppose one of you could make your other arm into a pendulum?" "I can!" "I can!" "I can!" came from several eager children. First one child was tested and then another, and still a third and a fourth. Yet every child in the circle seemed as much interested as if he or she had been chief actor. Then all swung the left arm. Then one child proclaimed a discovery he had just made: "I can swing both my arms!" "Can you? Step into the middle and show us all how to swing both arms like the pendulum." Soon all arms were swinging in time to the simple melody.

Then came the seemingly spontaneous suggestion, "I wonder if anybody can make a pendulum out of any other part of his body." Of course some child was quick enough to find that his right leg could be swung back and forth. He was called into the circle and allowed to show the rest.

Then another child's ambition to do the same was satisfied, and then another and another. Then all swung the right leg in time to the music. Then the test was made with the left leg; nor did the interest seem to flag in the least. After this last experiment, one logical little fellow said, "I can swing both my arms at once, and I can swing both my legs at once." "Can you?" said the never-failing sympathizer. "Let us see you do it."

The child gravely walked over to the wall and brought back a chair. This he placed in the center of the circle, and laying himself flat down with his stomach on the seat of the chair he triumphantly swung his two legs back and forth. In a less genuine kindergarten such an absurd sight would have brought forth a shout of laughter; but here the testing of strength and skill was as real as that of any Olympian game, and all were eager to try if they could do the same daring feat. Time was given for each child who wanted it, to try to "swing both feet," and before the last one had finished, the half hour of play was ended.

I have recalled this scene merely to illustrate what I meant by *plenty of time* being allowed. It was so simple and childish, yet in it the children gained added mastery over their limbs, kept time to music, learned more of opposites and their connections, and best of all, participated heartily

each in the others' strength and skill, and returned to their work refreshed and rested both in body and mind. It seems to me that such heartily entered into exercises are better for the children than many of the elaborate dramatic games where tissue-paper flowers, gilded crowns, and other external trappings are added as condiments.

If we kindergartners understood the psychological workings of mind better, we would see what wonderful opportunities the games offered for sense impressions being changed into mental images, and these in turn transformed into symbols of deeper things by means of which the child's unconscious soul is stirred in the right way.—*Beta.*

A PLEA FOR IDEALISM IN PLAY.

I was so fortunate as to be present at the discussion by the Chicago Kindergarten Club, of "Games and Songs for the Kindergarten." I was delighted with the whole discussion, though it seemed to me in certain instances the speakers forgot the real meaning of play,—idealizing.

One spoke slightlying of that dear little game, "Fly, little birds, fly round the ring." "How like it is," she said, "to the natural life of birds, when a child represents a bird as flying round and round in the center of a circle of children, and at last flies down at the feet of a child to be petted and sung to, after which it flies back to its place in the circle! How absurd!"

I cry, How natural a symbol of the time when the evening and the morning made the first day, and every beast of the field and every fowl of the air came to Adam to see what he would call them!

The child is forever reaching after the ideal; he longs perpetually for the Garden of Eden, and in his imagination lives in the ideal world, where all strange savage beasts come at his call.

Each one of us can recall some chosen rhyme of our childhood, from which we can still extract the almost forgotten flavor of this childish longing. To many of the elderly ones, I think the favorite rhyme was the one in which occurs the couplet,

The wild gazelle, with its silvery feet,
I'll bring to thee for a playmate sweet.

I do not think I was ever a bloodthirsty child, but I dis-

tinctly remember the pleasure I used to take in "The Prairie Hunter to his Bride." I do not know who wrote it, but I know I thoroughly enjoyed it:

For thee the wild grape glistens
On sunny knoll and tree,
And stoops the slim paipa
With golden fruit for thee.
For thee, on many a glassy stream
The prairie fowl shall die;
My rifle for thy feast shall bring
The pigeon from the sky;
And the wildwood forest panther,
Fierce, beautiful, and fleet,
Shall yield his spotted hide to be
A carpet for thy feet.

I do not think I should read that poem to a little child now, because my conception of its meaning is so changed. But I distinctly remember the picture on my mind then. I never thought of the *feast*, nor of the pain the rifle would give. I *entirely ignored the rifle*, though I accepted the words to fill out the meter. I always fancied myself in a tent on the bank of the glassy stream, with the prairie fowls swimming toward me, and the pigeons stooping downward from the sky. The text speaks of a *bride*. I was always a little child sitting with bare feet on the spotted hide of the panther, who stood gazing lovingly at me, after having gladly yielded his spotted hide to be a carpet for my feet. Now those words make me think of the horrid gun, and the suffering it causes, and the impossibility of the tiger giving up his hide and being comfortable without it. As a child none of these facts impressed me. It was merely a joyful acquiescence in the thought that all the universe was made to contribute to my happiness.

We seize on facts and lose the poetry. The child disdains facts, and moves forever in a world of symbolism and poetry. I see this continually in my own kindergarten. The little play, "Fly, little birds," is a great favorite with them, and I will admit that it probably is so because I have encouraged it.

In the sixteenth ward of Chicago a child's first impulse at sight of animal life is to torment, and in the feebler animals, to kill if possible. That is not natural, and I have made it my business to help childhood back to its true condition of loving companionship with animals. The first

step was protection for dog and cat, and then came the birds. The sparrow is the only bird they know, and it has been wonderful to me to see the magical progress the children have made in regaining their lost estate. To most of them the sparrow no longer suggests a stone to be thrown at him, but a loving desire to watch and see where he has a nest, and to try to call him to be petted. They have found out that the cat will come to the child who has treated it kindly, and the pet rats in the kindergarten love best the children who are gentle and kind, and will seek out such a child in the circle. The rats have demonstrated to the children that with the true relationship once established between man and the brute creation, the animal is more anxious than man to perpetuate it. My children play "Fly, little birds," hoping that some day a "truly sparrow" will "fly down at some child's feet, who will sing it a song that is soft and sweet."

Birds and beasts, fruits, flowers, and all universal things were meant to minister to man's comfort, and only by abuse have they fallen below their first design. The little child instinctively puts out his hand to take all that is good and beautiful about him. He lives naturally in the atmosphere of the millennium in which he is to lead us. We retard his progress when we speak only of the brotherhood of *man*, and leave out that of animals.

Isaiah says: The wolf also shall dwell with the lamb, and the leopard shall lie down with the kid, and the calf and the young lion and the fatling together, and a little child shall lead them. And the sucking child shall play on the hole of the asp, and the weaned child shall put his hand on the cockatrice's den. They shall not hurt or destroy in all my holy mountain, for the earth shall be full of the knowledge of the Lord as the waters cover the sea.—*Mary E. Sly, Northwestern University Social Settlement.*

CHILDREN'S GAMES.

So great a man as Mr. Krehbiel, musical critic of the New York *Tribune*, is busily engaged at present resurrecting children's games and songs in connection with his studies in folk lore. He shows how "Little Sallie Water," "The needle's eye that doth supply," and the many other games which are handed down from generation to generation of children, are based on the great myths of the past.

Drawing the analogy between the great music dramas of Wagner and the play of the children, even of today, he shows dramatic expression to be one of the great universal desires of man.

The study of children's games of the present reveals the fact that the good old-fashioned though much-mongrelized from their original intent, are fast dying out or becoming so completely metamorphosed by *modern thought* as to lose all their original though meaningless flavor.

For instance, while sitting in so good a place on the lawn of the Chautauqua grounds, my attention was attracted by the play of a group of little girls who were going through the forms of what once was "Here we go round the mulberry bush," etc., "so early in the morning." This was the new interpretation, as nearly as I can remember:

"Will you sell some blackberry wine?" etc., "so early in the morning."

"We will *not* sell," etc.

"Then we will send for the blue-coat man," etc.

"We don't care for your blue-coat man," etc.

"Then we'll bring our bulldog," etc.

"Who's afraid of your bulldog," etc.

"Then get ready for a fight," etc.

As the rolling up of sleeves began and the atmosphere grew more threatening, I mildly asked if they did not know the old-fashioned words for the game, and they answered Yes, but they liked these better—probably because the latter were more intensely dramatic, as their gestures showed all the way through.

Is there not a direct missionary work to be done in the games of the children of every neighborhood? Already the kindergarten is supplementing the trashy and even low character of some of the plays of children of our day. Would it not be a good thing for mothers and kindergartners who are interested in the game life of their children when left to themselves, to gather up, good and bad, what remains of the old and the new games which are being added from street and playground? We would suggest that a general collection of such material would prove valuable reference for the future, and at the same time give us insight to the recreation of the children of the present time. Any such material sent to the KINDERGARTEN MAGAZINE, with a view to compiling, will be gratefully received.—*M. R. H.*

A NEW SONG BOOK.

The appearance of a new group of children's songs has grown to mean more than the publication of a new book. It has grown to mean more than a newly illustrated set of children's ideas, however dainty and catching these may be, to those who are studying deeper into the real life and needs of their work. Every added volume, either by its deficiencies or its good points, adds to the valuable knowledge of what kindergarten songs ought to be.

The kindergarten song of today must answer many questions: First and primarily, what is its meaning to the child? what does it say or interpret to it? Next, what is its educational use, its function or office to the kindergarten? Again, what has it to say for itself as music?

We can fairly say that of these three considerations of the kindergarten song, the second—its educational application—receives the strongest support in the mind of the average kindergartner. How well it fits the "thought" that is being worked out, as far as words or story is concerned, is the chief worry of the song work. Oftentimes acting as a *tailpiece* in the progress of an idea, instead of at its inception, the song never receives higher than the "rum-ti-tum" consideration of a passing incident, however good musical food it may offer.

It is oftentimes the so-called *logic* of the kindergarten which stands between it and its highest results.

With some of these thoughts in mind, the publication of Eleanor Smith's book of songs No. 2 arouses a great deal of interest. As a pioneer for good children's music, everything from her pen calls for respect and consideration. Starting with the most crying needs of the work—good musical expression—she set to work with some of the leaders, and has accomplished wonders in a short time.

The music of her new book is simpler, though written in her usual finished style. With many original conceptions she brings out some Reineckes and folk songs which have never appeared before, also some transcriptions of the Mother-Play Book songs,—“The Bridge,” “The Garden,” “The Church,”—which will interest those who have especially studied that feature of Froebellian education.

On the whole the book cannot be said to have especially advanced in what might be termed the interpretation of the spiritual yearnings of the child. This element in song, which, while living with and in the everyday things and

facts of life, leads him up and out of the commonplace, is a peculiar characteristic of the Patty and Mildred Hill book. This peeps out so often from the latter's homely settings, that we miss it here. Perhaps this is due to the peculiar line of creative work followed by the workers who produced the book.

On the other hand, the book is enriched with a variety of songs of incidents of everyday life, which, filled with suggestions of play and game, give the child ample opportunity to interpret himself.

It is more than a tune, however well written and harmonized, that we want today; and the song writer for children must search deep into child nature to find the keynote of her work. We are drawing nearer the time when we expect unity of interpretation of thought and word and music contained in the spirit of the whole. To illustrate, we would call attention to the setting of the song, "The Sap has Begun to Flow." In this the motive idea would seem to lie in the word "flow," as representative of the action and life of spring, rather than the word "sap," which receives the climax treatment. It would be well for kindergartners themselves to enter into this deeper study of the unity of expression in these little songs. This will help to a quicker realization of the truth we are seeking in the music of the kindergarten.—*M. R. H.*

LET no man think himself so wise that he may despise children's play. When Jesus Christ wished to teach men, he had to become as men. If we wish to teach little children, we too must become such as they are.—*Martin Luther.*

THE June *Child-Garden* was very interesting, as usual. In the story of "The Feathered Babies" there is an error that our children here could correct. A black hen has raised four ducklings for us in our back yard. They are now eight weeks old, and until a week ago they all said "Quee-quee," and only one of them has found his voice enough to say a funny flat "Quaack-qua-a-ack." I am sure Brownie's last five babies said "Quee-quee" too.—*Jean R. Laidlaw, London, Ont.*

A COMMENCEMENT PROGRAM.

The Misses Law's Froebel Kindergarten Training Class, of Toledo, O., on June 8 gave the following program, entitled

"A SUMMER DAY."

Early morning — 1. Wake! says the Sunshine.

2. Morning Prayer.

3. The Joyous Farmer.

4. The Merry Brown Thrush.

5. Birdies' Nest.

6. Flying Birds.

Midday — 7. Why do you Come to my Apple Tree?

8. The Swallow.

9. The Birdies' Ball.

10. Story.

Afternoon — 11. Flower Song.

12. Ring around the Posey Bed.

13. Caterpillar.

14. Butterflies.

15. Wind Song.

16. Rain Song.

17. Corn Growing (Delsarte).

18. Suppose.

Evening — 19. Chris-cradle.

20. The Moon.

This delightful program is a departure from even the unstereotyped character of the usual kindergarten training class commencement. It suggests all the brightness and sunshine of a veritable children's festival, and if carried out with the spirit it indicates, must have given a happy setting to the Froebel philosophy which lies hidden in the heart of song and game.

LIST OF SUPPLIES.

This list of supplies for a public school kindergarten, with a few alterations, was made by a committee of kindergartners appointed by the school board of one of our large cities, the committee being asked to make out a list of *all the material* needed by each kindergarten for the ensuing year.

The amount of supplies given in this list is based upon

an enrollment of sixty children in each kindergarten, the children being divided into two classes. For a larger or smaller kindergarten the amounts can be easily adjusted; but where there are two sessions—morning and afternoon—with the same enrollment in each, the amount of *occupation material* only will have to be *increased*. If, however, there are more than two classes in the kindergarten, the amount of *permanent material* can be *decreased* according to the number of children at each table.

The prices are quoted from the Bradley Catalogue. Where the kindergarten is a part of the public school system, the supplies can be got at a much cheaper rate than the catalogue price. It would be a good plan for private kindergartens in the same place to unite in ordering supplies, as they will find it much cheaper.

To make a list of supplies for a year ahead is a difficult matter for a kindergartner, where there are a thousand and one things to be considered. But it is a test, and proves her ability as a methodical, businesslike woman. The hints upon this subject in the June KINDERGARTEN MAGAZINE are very much to the point, and it is hoped they may be acted upon.—*Buelah Douglas.*

PERMANENT MATERIAL.	Quantity.	Catalogue Price.	Total.
First Gift (One doz. each color).....	6 doz.	\$1.50 per doz.	\$9.00
Second Gift.....	30 boxes	.60 per box	18.00
Third Gift.....	30 boxes	.20 per box	6.00
Fourth Gift.....	30 boxes	.20 per box	6.00
Fifth Gift.....	30 boxes	.40 per box	12.00
Sixth Gift.....	30 boxes	.40 per box	12.00
Seventh Gift (Wooden Tablets).....	400	.60 per 100	2.40
" " 	400	.60 per 100	2.40
" " 	400	.60 per 100	2.40
" " 	400	.60 per 100	2.40
" " 	400	.60 per 100	2.40
" " 	400	.60 per 100	2.40
Slats unjointed (plain).....	500	.15 per 100	.75
" " (colored).....	500	.25 per 100	1.25
" jointed.....	30	.20 per 100	6.00
Sticks (plain).....	5 boxes	.20 per box	1.00
" (colored).....	2 boxes	.25 per box	.50
Rings (iron).....	12 boxes	.65 per box	7.80
" (Marwedel's colored).....	6 boxes	.75 per box	4.50
Hailman's Beads (three forms).....	6000	2.00 per 1000	12.00
Hailman's Lentils (colored).....	6 boxes	.25 per box	1.50
Prism.....	1 box		.30
Set of Allen Sewing Cards.....	6 pkgs.	.25 per pkg.	1.50

\$116.90

MATERIAL TO BE SUPPLIED
OCCASIONALLY.

	Quantity.	Catalogue Price.	Total.
Perforating Cushions.....	30	\$1.50 per doz.	\$3.75
" Needles.....	3 doz.	.35 per doz.	1.05
Weaving Needles.....	3 doz.	.50 per doz.	1.50
Sewing Needles.....	10 pkgs.	.10 per pkg.	1.00
Scissors.....	30 pairs	.10 per pair	3.00
Shears.....	1 pair	.75	.75
Slates.....	30	.20 per slate	6.00
Modeling Boards.....	30	1.50 per doz.	3.75
Paint Brushes.....	3 doz.	.30 per doz.	.90
Mucilage Dishes (butter plates).....	30	.35 per doz.	.88
Shoe Strings (for stringing beads).....	2 bunches	.10 per bunch	.20
Lentils (seeds).....	2 quarts	.05 per quart	.10
Hectograph and Ink.....			2.00
			\$24.88

MATERIAL TO BE SUPPLIED
ANNUALLY.

	Quantity.	Catalogue Price.	Total.
Weaving Mats.....	25 pkgs.	\$.15 per pkg.	\$3.75
" " (Mrs. Hailman's).....	10 pkgs.	.15 per pkg.	1.50
Paper Strips (for free weaving).....	18 pkgs.	.25 per pkg.	4.50
Coated Paper (cutting).....	18 pkgs.	.25 per pkg.	4.50
Engine Colored Paper (folding).....	25 pkgs.	.12 per pkg.	3.00
Parquetry, circular, square, triangular..	15 pkgs.	.18 per pkg.	2.70
Plain White Sewing Cards, square.....	8 pkgs.	.40 per 100	3.20
" " " " oblong.....	8 pkgs.	.50 per 100	4.00
" " " " circular....	6 pkgs.	.50 per 100	3.00
Perforated Sewing Cards.....	150	.01 apiece	1.50
Ruled Cards for perforating.....	10 pkgs.	.25 per pkg.	2.50
Manilla Mounting Sheets.....	1500	.15 per 100	2.25
" Drawing Paper.....	500 sheets	.50 per 1000	.25
Tissue Paper.....	24 sheets		.50
Worsted.....	6 skeins	.10 per skein	.60
Wires.....	6 boxes	.50 per box	3.00
Pease.....	3 quarts	.12 per pint	.72
Clay.....	50 lbs.	.01 1/2 per lb.	.75
Straws.....	3 boxes	.25 per box	.75
Prang's Water Colors.....	12 boxes	.25 per box	3.00
Pencils, lead.....	3 doz.	.35 per doz.	1.05
" " colored.....	6 boxes	.10 per box	.60
" slate.....	100	.12 per 100	.12
Mucilage.....	3 quarts	.50 per quart	1.50
Manilla Paper.....	1 quire		.13
Bristol Board.....	10 sheets	.06 per sheet	.60
Blotters.....	5 doz.	.10 per doz.	.50
Envelopes (large manilla).....	5 doz.		.25
			\$50.72
		Total Cost,	\$192.50

MOTHERS' DEPARTMENT.

THE PHILOSOPHY OF THE NURSERY.

VI.

PUNISHMENT.

Since the beginning of these articles I have been continually asked about "punishment," the "punishment of children," until I am moved to devote a paper to that alone. After what I have said incidentally, even, there can surely be no misunderstanding of my position on this troublesome question, which comes stalking into the family circle, by the peaceful fireside, like the skeleton from the closet, and chilling young life like a frost! Physical punishment is bad in every particular. But parents and teachers say to me, "Children punish each other; quarrel, fight, tussle, and pound; why not punish them if you hurt them no more than they naturally hurt each other?" In the first place, allow me to say what everybody knows is true, that children do not *punish* each other unless first deeply impressed by the false idea through their surroundings. The children who have been spatted, spanked, and boxed at home, have had punishment "administered" by the "master" at school, and have had it preached to them on Sunday, are not true children. They are young in body, but are so overshadowed in mind by the perverted mentalities of older people as to be mere reflections of them. Now think on this, parents, nurses, teachers! The children "under your care" are not true children if they in any way reflect your minds, whether these minds be good, bad, or indifferent. The child should reflect but one mind—God—and this is never to be mistaken for the perversion of it. There is a rough-and-tumble struggle between growing children which is healthful for both body and mind, and needs only wise guidance to make it a source of power which works for good.

Now stop a moment and think what it is to punish for the first time the little child. I have shown you in the other papers what the child is. What a surprise and shock

must be the first spattering of the little hands, to the soul following the divine impulse of activity! Think of the loving faith the child has in its mother, or care taker, and then imagine the effect of a stinging blow on the tender flesh, and the numbing effect on the mind, when the explanation follows, "Mamma had to whip Willie, because Willie put his hands on the table!" Think of the sense of shame, humiliation, and fear that follows a grab, a shaking and boxing, and a sitting-down-hard on a chair, when Willie was only innocently pulling at the bright plush table scarf, chenille embroidered, and so exquisitely soft to his sense of touch! This cruelty to children is past civilized belief, and the kindergarten system of child culture does not permit it, and finds no excuse for it except that of criminal ignorance. Think of the cowardice of such conduct. None of these men and women who are so ready to punish children could be forced into striking a person of their own size. They would smile sweetly and say, "It is of no consequence whatever," to any carelessness on the part of grown people.

Strange as it may seem, it is the foolishly fond mother who is most often given to sudden bursts of punishments of her children. After the child has been most unwisely petted, kissed, caressed, and indulged for three or four years, the foolish mother finds herself incapable of managing the result of her folly, and she at once resorts to punishment. Then begins a struggle which often ends only in complete estrangement of mother and child. The child life ends when punishment begins; spontaneity is murdered, and the child's acts are governed either by fear or policy; and then we wonder that the world is filled with cowards and politicians, with men and women who are incapable of facing truth and seeking knowledge at its shrine.

The mother who resorts to punishment is the woman who has utterly failed in self-discipline; and until she has first disciplined herself she should not attempt the disciplining of her child. The child will soon know whether or not the older and stronger people about him are capable of wisely governing him; and woe to the peace of the household when he decides in his mind that they are not his superiors in control of self! Laziness in the training of self, and selfishness, are the cause of the inability of parents to govern children without punishment. We look forward to the Council of Mothers for the utterance of much wisdom on this subject.—*Anna N. Kendall.*

A LESSON OF SCHOOL LIFE.

Schoolroom and Playground.—The approach of September quickens the heartbeat of many a mother who dreads to consign to another the care of her child—her only child—who has had her constant and untiring devotion ever about him, has been shielded by her love, comforted by her sympathy, and surrounded by her tenderness. She has chosen his companions and watched his play. She has tempered the wind to his weakness, she has ministered to his every need. How can she give him to the companionship of Tom, Dick, and Harry? or trust another to guard his precious hours?

Oh, mothers and teachers, who share the privilege and responsibility of caring for this young life, it is well indeed if you counsel together, each learning the experience of the other, and thus preparing to work together for the child's greatest good. The teacher should look at the child through the mother's eyes; should know his tendencies, his history, his environment, if she would truly enter into his life and help him to grow. And the mother needs, just as surely, to look at her child's life from the teacher's point of view.

The entrance into school life marks a turning point in the child's path, an epoch in his history. He has been living at home, the center of an admiring circle. His wishes have been all but supreme in the household. The busy father has put aside his papers or his accounts to answer the tireless questioner. The loving mother has given unlimited time to the gratification of his desires. Grandmother has been ever at hand with sweetmeats or playthings or stories, and her unfailing fund of sympathy in all his child hurts, while cousins and friends innumerable have treasured his funny sayings and rejoiced in his unusual and remarkable development.

Now he enters a new atmosphere, under different conditions. He must work hand in hand with others. He must learn to keep step. His individual desires must for the time being be subordinated to what seem the best interests of the school. He must begin to learn the self-control which enables him to surrender his immediate desires for the good of others—in the end, for his own good.

For this is the meaning of all good discipline in school; this purpose lies at the foundation of all school rules. Teacher and pupils are working together to secure this re-

sult, though many are all unconscious of the meaning of their experience. In the schoolroom the child learns to center his attention upon his studies, withdrawing it from other subjects of interest. His neighbors help him by themselves attending to their own duties, so that his attention is not diverted from his work. It is not wrong to whisper. Little Jack has never heard of such a thing at home; but if in school Jack whispers constantly to Jim, how is Jim to give his little energies to adding eight and two, or drawing an equilateral triangle? And how is Jack to learn the "diligence in business" which shall enable him to "stand before kings"?

Thus noisy, turbulent, irrepressible Jack learns to hold a rein upon himself for the sake of his fellows, controls the impulse to nudge Jim or whisper to Kate, and wins all unconsciously the sturdy strength which comes of such acts of self-control repeated again and again.

So much for the schoolroom incidents, which might be multiplied by the thousands, proving the advantage which comes to the child from this working together, this learning to consider the good of others as well as his own impulses and interests. But what of the playing together? This makes the mothers afraid.

Let us hope that the children do play together; that there is a hearty, wholesome, out-of-doors recess, where they may frolic to their hearts' content, and employ noisily some of the energies which have been quietly engaged or controlled in the schoolroom. We will stand by the wall and watch the games. Ah, little Ralph, standing timidly aside, is unwittingly pushed to the ground by hurrying Jack, who passes in his mad career without recognizing what he has done. Poor little Ralph! his first day at school! Shall we pity him, take him into our arms and kiss away the tears, as we long to do? Better not. We laugh as we brush the dust from his cap, take his hand, and say, "Didn't Jack run well? He didn't know he hit you. He will be more careful next time." And Ralph, thus encouraged, watches the game with growing confidence, and at last warily joins in it. We watch him as he becomes more eager and interested. There, he has tripped and fallen; but he is on his feet again, and after a moment's consideration of his possible bruises and a furtive survey of the field,—where no one seems to consider his experience surprising,—he joins in the game again. Soon we hear his voice, clear and full, joining in the plaudits that announce Jack's victory.

Ah, my brave fellow, you have won two victories today, and know it not; nor will the loving home friends guess what lessons were written for you upon the playground to-day. You have been knocked down and have arisen without a whimper; you have generously joined in the applause which chronicled another's victory and your own seeming defeat. And noisy, careless Jack has helped to teach you these far-reaching lessons.

I have always liked the brave old words of Sir Andrew's:

A little I'm hurt, but yet not slain;
I'll but lie down and bleed awhile,
And then I'll rise and fight againe.

Something of their spirit will pass into little Ralph's character through the discipline of the playground.

Take heart, loving and careful mothers and anxious teachers. These lessons of the schoolroom and the playground your boy must learn if he is to live among men. Keep close to his little life, share his experiences, rejoice with him over Jack's prowess and his own growing bravery. Sigh, if you must, over the babyhood left behind—as it is surely and rightfully left behind; but do not deplore the wholesome agencies which are at work to lead him into a sturdy and courageous manhood. Work with them; strive to rightly interpret them. Rejoice with the growing youth, nor bar with your shortsighted tenderness his entrance to his inheritance.—*Sarah L. Arnold, supervisor primary schools, Minneapolis.*

SLOYD AND ITS RELATION TO HOME PLAY.

Mr. Ham says that man with tools is civilized; and without, is savage. Colonel Parker promulgates a theory that every child is a born savage and must be civilized.

By taking the liberty of borrowing the ideas of these two great educators and combining their units of thought into an equation, a splendid text for the discussion of sloyd and its relation to the home play is developed. Accepting Colonel Parker's theory of innate savagery and Professor Ham's method of civilization opens the doors wide for sloyd work.

Any mother who has passed through the tool stage with her boys will acknowledge instantly the inborn desire of the child to master tools and create forms from unyielding material. The natural ability and disposition of the child

varies the success of his undertaking, but all alike are fired with the ambition.

The old saying that the child who plays hard will work hard and amount to something in life, has a large thought germ. The awakening energies which are often so expansive as to override the self-control of the growing child find no surer anchor or steadier sail than in the struggle with the refractory iron tools and the unplastic hard wood which are the instruments of the education and play of sloyd—the iron tools and hard wood which, skillfully handled, produce such delightful results. What mother has not watched her boy or girl, as it were "go to seed," when the concentration of school work is lifted and entire relaxation and aimless vacation follow (and welcomed the school routine again)?

Leaving out the *undoubted* educational value of sloyd, here is the time when any thoughtful mother recognizes the value of sloyd in relation to home play. However well directed her child's play may be, it is almost sure to lack that concentration of effort that gives the onward tendency to developing energies; but the workbench and carefully selected models satisfy the craving for activity sure to result either in creation or destruction, and furnish a definite object to be attained. The bench and outfit may be rather expensive, and there is absolute need of knowledge, on the part of mother, of the proper use of tools, to guard against the careless handling and misuse; but carefully directed, the sloyd play will constitute the boys' and girls' greatest delight and help. In this matter the boys are apt to receive more attention; but the quieter though just as expansive energies of the little girl call for just as careful direction, and she has the same creative instinct and the same fondness for manual dexterity as her brother. She too often fails of the opportunity of self-developed energy which her more assertive and freer brother will claim, and therefore she more especially needs this active play work. In the land of ideal homes, every mother would be a kindergartner and a sloydster and conduct the home play so judiciously as to perfectly complement the school life and render the child's development one harmonious and uniform growth.

The mother may find it an easy matter to direct the home play of the tots of five and six with kindergarten games and the beautiful Froebellian thoughts; but when her boys and girls reach a little larger growth they become uneasy and restless for wider fields to conquer, and she must

lead them into broader pastures of playdom. Then sloyd is of prime importance, and happy is the mother who with well-equipped bench and some beautifully grained hard woods has the power of helping her children evolve the artistic and useful forms which satisfy their creative instinct; for it is essential that play and education alike be "*manu et mente.*"

Next month sloyd will be considered in relation to the gifts and occupations.—*May Henrietta Horton.*

KINDERGARTEN ASSOCIATIONS.

Mothers ask: "How shall we go to work to establish a kindergarten?"

"How can we manage to have some practical course for the study of child culture?"

"What plan would you suggest, by which we can secure a course of lectures or lessons on the theory and practice of the kindergarten?"

"How can I use the kindergarten material in my home, with my little children?"

"How may we awaken an interest in our community for the kindergarten and the 'new education'?"

These, and questions closely related to these, come to me through correspondence very frequently; and I judge that a few hints out of my own experience, given through the KINDERGARTEN MAGAZINE, may be of value to some of its many readers. They can be *only* hints, and will be in the following order: First, the necessity for information; second, there must be some plan for unity of action in securing the needed knowledge; third, a plan illustrated.

The questions come from earnest women, who in reality are seers and prophets; and the fact that they come so universally shows that there is a general need. There is a great awakening among parents and teachers to the importance of very early training for children. To the intelligent mind the solution of the serious problems in the social and political world depends upon the *children of today*. Light is breaking upon the dark horizon, heralded by angels in the homes of American citizens. The unrest, the dissensions and difficulties in every phase of life that have clouded our *free sky*, will only serve as a soft background upon which the life of a higher freedom in the next generation will be

seen. All things are surely uniting to develop the beautiful, the good, and the true in nature and in humanity.

Wise young mothers (and older ones too, and grandmothers) are beginning to see that the little children of today must in a few years take upon themselves the settlement and adjustment of the difficult questions that now confront us, and that seem to be too great for us to solve even to our *own* satisfaction.

With this marvelous task before them, what great need there is of the highest type of manhood and womanhood, to be developed from the babies of today! Childhood is the foundation of the man or woman, and character building—physical, intellectual, or moral—depends upon this foundation, which is laid in the first ten years.

Mothers and fathers have great responsibility, then, in controlling this early education. This is what the awakening means; and right nobly are the fathers and mothers coming to the front in this great preparation. All the best educators and writers of the day are pouring rich contributions upon this holy altar of child culture. But parents who have been overwhelmed with other duties realize that they lose much valuable time as well as money, in groping for the right methods and materials; hence these calls for help.

This is an age of coöperation, unity in purpose and action, which is a sign of the new and better day; and therefore to insure the success of any plan, the first thought is unity. There is no work in which it is so easy to be inclusive as the kindergarten work. In church work it is necessary to ask only the members of a congregation to serve; in society it is only members of a "set"; but in the great cause of education, men and women from all churches, sets, and nationalities may and should unite. And this is why there has been such a phenomenal growth of the kindergarten idea.

But we come to the definite *plan*, which, if operated wisely to meet the needs and conditions, will cover the ground of nearly all such questions as those given above. To make it very clear, we will suppose a case:

Mrs. A, of a certain place, writes asking the fifth question in the list above. My answer is as follows: Look about you and make a list of perhaps four or five mothers—bright, intellectual, earnest women. If they are leaders in church, club, or society all the better. Invite them to your home for an informal tea (or without the tea), and when

you are ready state the object, and draw out the sense of the mothers present on the importance of child culture. It is well to be sure that you have at the outset at least one or two who are in sympathy with your plan. When the subject seems to be interesting to them, suggest that some united effort be made to awaken public interest; advise an immediate temporary organization of the ladies present, to make the work easier and more systematic; appoint a chairman and secretary; then make a motion that the secretary be requested to correspond with some one who is in the field for such work, and learn the cost of a course of lectures, which would define the kindergarten, its objects and uses, its theories and the applications of them, as well as its methods and materials; and thus lead the public to an enthusiastic appreciation of the kindergarten. As soon as the secretary is ready to report, the chairman may call another meeting, and this time let each lady bring all the influential and earnest men and women she can. Let the secretary give her report, and then some one move that a lecturer be secured who can give the course of lectures and help you to plan for future work and study. By work I mean the establishment and support of kindergartens, public or private. The outcome of the course of lectures would probably be a permanent organization of which the best people in the community are members, and which has for its object the twofold phase of self-culture and child culture, through the philosophy and methods of the kindergarten. The work can be as concentrative or as distributive as the needs demand; but in my opinion, there can be no satisfactory or successful work accomplished, except by this coöperative way. It is very important that every church and society in the community be represented in this organization. And now an important item is the money to meet the expenses. To begin with, let each member at the second meeting become such by paying one dollar as membership fee. This will start the treasury. Then have membership tickets printed and issued as receipts, all holders being entitled to the course of lectures; appoint committees in each church, etc., to secure members. Make thorough work of it, and as soon as sufficient money is raised have the lecturer; and if she is accustomed to the work she will help to devise ways for permanent support for future work.

I do not hesitate to give this advice, because my three years' experience in this work of lectures and organization has proven to me that there need be no failure. I have

seen beautiful work established in many places. Each place has its peculiar need and difficulties as well as its advantages, so that *any* plan may be modified.

Jacksonville, Fla., is a good illustration of what a high purpose and united effort with perseverance will do. In February, 1893, a few women formed a class for a course of lectures. In just fourteen months there had grown out of this, two kindergartens and a connecting class numbering eighty-five children, a kindergarten training class of fourteen young ladies, and a class of mothers and teachers to whom a course of weekly lectures was given extending over several months. The work there is a wholesome growth, and the secret of success there is just what it must be everywhere: first the insight of a few, with a desire to benefit the many; then united effort, each working with all toward the highest ideal, with untiring perseverance. The interest grows more and more in the hearts of the people as they see the demonstration of the benefits of the work. Money, talent, time, and interest were contributed to carry on the work. Newspapers, railroads, printers, ministers, teachers, musical people, business men, busy women, everybody did something for the cause. A course of popular lectures by home talent became a source of profit and pleasure.

If the hints given, with this illustration, should help to establish the work in other places I shall feel this time well spent. Correspondence with the secretary of the Aurora (Ill.) Kindergarten Association or the secretary of the Elgin (Ill.) Educational Council might give further help. Added to this, the careful reading of the *KINDERGARTEN MAGAZINE* and the books named in its catalogue will surely help to bring about a happy result. Yours in the work,—
Olive E. Weston.

HOW TO TURN TROUBLE INTO PLAY.

The other day a kindergartner had the opportunity to observe two mothers who had taken their children out to a picnic.

In talking together, one mother remarked: "I came for my three boys. I want them to enjoy the beautiful day in the woods, and wading and playing in the water. I have looked forward to this day for the children."

The other mother was heard to remark, "I came for a good time today. I had to take the children with me. I

could not leave them at home; but I am bound to have a good time myself today, children or no children."

The first mother left the large picnic party and all the excitement there, found a beautiful shady spot near the river's bank, gave each boy a tin pail and large spoon she had provided, told them to take off shoes, stockings, and coats. The boys were soon wading and paddling in the water. The mother sat on the bank enjoying their happiness.

The children had been in the kindergarten and learned to observe, therefore all their play had deep meaning to them. They made cakes and pies out of sand, laid them in rows side by side on driftwood that took the place of pans, dug a hole in the sand for an oven, playing "baking"; then they brought the mother a pie to taste. She praised the pie and enjoyed it very much. A fisherman near by gave them a little minnow. The boys immediately emptied a pail, washed it clean, filled it with water, put the minnow into it, then sat for an hour watching the little fish dart about in the pail. They found many beauties in this fish; their faces were radiant with joy as they talked it over. The mother was called at times to see. They had a great discussion as to what they would do with the minnow. One little fellow said, "Throw it back into the river, so it can find its mother." This was done, the children being willing to part with it. The mother had a surprise for the little ones; her fingers had been busy too. She called them to her, to let them guess what she had for them. When they failed to guess, she drew three wreaths made of oak leaves from behind her, and crowned her little boys. No hero of old, with his laurel wreath on his brow, could have expressed more pride than these little boys as they strutted up and down holding their heads erect that the wreaths would not fall. "Mamma, show me how to make one," said one little fellow. Soon they were all busy, the mother showing each little one how to pin the leaves together; they suggested an improvement, and ran into the woods for some wild flowers; they soon returned with hands full. These were pinned on the wreath, which was then placed on the mother's head.

After several happy hours spent in this way the mother suggested that they play they were little bugs and grasshoppers taking a rest in the grass, and she would sing to them. The three happy boys slept until the boat whistled for the return trip. The mother was not tired out, the chil-

dren were normal and happy, all had had such a delightful day. The kindergartner thought this had been the first true kindergarten she had ever seen, for love reigned supreme.

The other mother was heard to say on the boat that she would never go to a picnic again; she had had a "horrid" time, the children had been so cross and troubled her all day; she had not had a moment's peace; she could not keep them away from the water; they wanted to wade, they would get their shoes wet and clothes dirty, she could not keep them from the woods, they wanted to chase after the flowers constantly. These were only a few of her expressions. It is easy to imagine what was in her heart. Poor, unhappy mother and misunderstood children! How happy they all might have been had the mother known the power in play or understood what Froebel meant when he said, "Come, let us with our children live."

CRADLE SONG.

I.

Rockaby, my baby dear;
Thy cradle, sweet, is green,
And green the leafy canopy
Thee and the sky between.
The fleecy clouds are scudding fast
Thy canopy above.
And 'mid the leaves the little birds
Are twittering, dear, of love.
So rockaby, my baby dear;
Thy cradle, sweet, is green,
And green the leafy canopy
Thee and the sky between.

II.

Rockaby, my baby dear;
The bright sun shines above.
From hottest rays the fresh green leaves
Will shelter my wee love.
Naught but the tiny golden beams
Can kiss thy clustering curls
Or those red lips which, parted, show
A pair of whitest pearls.
Then rockaby, my baby dear;
Thy cradle, sweet, is green,
And green the leafy canopy
Thee and the sky between.

—M. F. Gray.

QUESTIONS AND ANSWERS.

Question. What would you do with a boy (he is an only child) who always bargains with his mother? He said tonight, "Well, if I go right to sleep you must tell me two stories tomorrow night." If he is asked to do anything, he always puts a condition upon it.—*J. L.*

Another on the same line:

I have a friend who gives his children money rewards for getting their lessons. He says the eldest boy would otherwise be too lazy to read or write.—*M. H. H.*

Answer. It seems to be a common custom with parents who have not thought deeply on the subject, to *evade thinking* by making money bargains with their children. What is more, the latter will insist, like little usurers, on payment. First, is it not a direct reflection of our times? next, the love of possession on the part of the child, and the not thinking on the part of the parents? See what Colonel Parker says on the system of rewards. Can we not so widen the horizon of *loving doing* to the children, that they shall not think to demand pay for everything they do? This is one of the most important questions asked through these columns. Can we not hear more on this subject?

Q. Our boys are full of war stories, and play at sham battle all day Saturday. Would you try to stop it and them?—*S. T.*

A. You can easily formulate this desire into a beautiful and helpful recreation for them. One mother gave one whole summer to the military phase of the question. With the help of an officer friend they went through the easier military tactics and much of the discipline of soldier life. With much tact and insight the physical side was related to the higher life, and as a result, never a happier summer or better children. The idea of obeying a superior power and of conforming the individual to the good of the whole was thoroughly appreciated by the children, and lessons learned which will last through life. Physical development, habits of neatness, promptness, and willing obedience, courage, patience, endurance, and the sterner virtues were duly emphasized. All ended in a jolly camping party never to be forgotten, and the influence of this beautiful summer passed on through the entire year in tales of knights and heroic deeds.

Q. Mary is four years old. She asked me yesterday why we kill the "chickie and eat it for dinner." She has made great pets of the chickens. How would you answer her?—*A. N. L.*

A. This is parallel to a small boy of four, who win-

ningly and insinuatingly asked of the young lady guest at his elbow, "Don't oo like nice, pretty little chickens?" The young lady, thinking of pretty barnyard pets, replied enthusiastically, "Yes, indeed; they are so pretty—little soft yellow things!" and went on to tell how, when she was a little girl, she fed them, etc. He heard her through with a seraphic smile; then with sudden change of expression he said gruffly, "I like to *eat* them!" pointing to the chickens being brought to the table. One small boy of my acquaintance has abstained from eating meat of any kind since reading "Black Beauty" and a humane journal which accidentally fell into his hands.

The three little sisters in our family have fourteen dolls between them. They love their dolls, but will not take care of their things. They are scattered everywhere, and I cannot take the time to show them how to dress and care for them.—A. M.

A surplusage of dolls seems to be the main difficulty with both children and mother. Reduce the number to as many as they can keep dressed and well cared for.

Q. My younger girl of two years is hard to manage, is very impatient, and throws balls and blocks on the floor; throws herself down and screams. What would be the kindergarten way of getting her to do things? Would it not be a good plan to teach written words of things mentioned in stories, and in that way teach children to read?—Mrs. C. L. L.

A. How would it do to take the thing she throws and make a game of it? Turn the erratic into something organized and definite. Attract her attention and hold it by some playful yet logical use of blocks and balls. Carefully, rhythmically rolling balls will soothe and quiet a child. Slowly, methodically building will fascinate a child. Let it feel the control of strong and rhythmical action in you, and it will follow you in self-control. A child of this age does not need the distinctively mental stimulus of occupations so much as playful and wholesome harmonization. Read the Mothers' Department of the June KINDERGARTEN MAGAZINE.

For last question, read Colonel Parker's new book on "Talks on Pedagogy."

PESTALOZZI'S DESCRIPTION OF GERTRUDE, THE IDEAL MOTHER.—As God's sun runs its course from the morning until the evening, so no eye sees your steps and no ear hears your movements. But when the sun sinks, man knows that she will rise again and move forward to warm

all the earth until it ripens into fruitage. This picture of the great sun brooding like a mother over the world, is the prototype of Gertrude, and of every woman who knows the power of transforming a humble living room into a holy abode, making a home for father and children.

OUR BABY.

Cheeks of rose,
Tiny nose
Has our little Baby;
Eyes of blue,
Fingers, too—
Darling little Baby!

Baby hears;
Two pink ears
Has our little Baby;
Teeth and feet,
Toes so sweet—
Darling little Baby!

Golden hair,
Mouth so fair
Has our little Baby.
Smiles are here,
Kisses dear—
Darling little Baby!

Peekaboo!
Laugh and coo,
Darling little Baby.
See, we throw—
So, and so*—
Kisses to you, Baby.

—Kate Hawley Hennessy.

[* The children turning as if to toss kisses from their finger tips upon each of Baby's cheeks.]

FIELD NOTES.

Kindergarten Notes from Chautauqua.—The Chautauqua Kindergarten, under the management of Miss Frances E. Newton, is fully launched upon its fifth year's work, and was never more successful or promised more for the future good of the cause. With wise management and the thorough character of her work Miss Newton has established a record for herself, and so increased the interest and popularity of kindergartening that Kellogg Hall will hardly accommodate the patronage.

Over sixty children are registered for the morning period, and twenty names stand in waiting for entrance. Mothers come especially for the kindergarten work for their children, entering the Observation and Mothers' Class to carry home some of the precious help for the children.

The afternoon connecting class circle has been full to overflowing, of children eager as their elders. The subject of "water" has been carried through both classes, but in a more thoroughly scientific way with the afternoon circle, which visited the engine houses of the grounds and watched the processes of steam and electricity being put to their various uses. The walking about the grounds for observation and nature study has been a source of great joy to the children.

Three adult classes—the regular training class of over thirty, an observation class, and a large and interested mothers' class—add scope and breadth to the work. No doubt remains but that kindergarten is making itself felt as an educational spoke in the great scholastic wheel of Chautauqua.

Kellogg Hall has many interested and interesting visitors from all parts of the world. Miss Lobb reports an interesting work in South America, where she had charge of a kindergarten in the emperor's own garden at Petropolis, Brazil. Through her interest in the feeble-minded she became interested in kindergarten, and after nine years of this work in the psychological study of the child and its inheritance, she accepted this position. She speaks of the work as most satisfactory. Where each child has a servant the main difficulty was to get them to use their hands in self-expression. Also, the introduction of games and songs foreign to the child, and in a foreign language, seemed almost insurmountable. Miss Lobb also had a normal training class in Argentine Republic, Province of Mendoza. She is now interested in the forming of the Columbian Free Kindergarten Association, Washington, D. C.

Miss Elliot Henderson represented the kindergartens of Montreal, Can. Starting with one kindergarten of twenty-five children, the work has extended itself into a recognized part of the public school system in less than three years. Eight kindergartens are distributed in as many schools, and Miss Henderson is preparing herself to assume the heavier burdens of a regular training class. It is a deserved success for pioneer work.

Miss Clara Hazen, principal of the primary department and training school of the Thyne Institute, represents an effort at practical education among the colored people of Virginia. The institute is at Chase City, and has many departments; it is looking to a future of good which may come from industrial and manual training efforts.

Miss Files, from India, is taking the regular training course, and will return to her work there with fresh inspiration.

Miss Morrow, of the Observation Class, is a home missionary at Las Vegas, New Mex., sent out by the Presbyterian board to teach the native Mexicans. She is anxious to connect the kindergarten methods with her missionary work in order to keep the little natives busy when not able to study. She says they take eagerly to clay work and occupations. Miss Jack, also in the Observation Class, is from the government Indian school in Indian Territory. Dr. Matheer (Mrs.), a missionary under the Presbyterian board, is from China, and attended the Observation Class. The board cannot afford to send a kindergarten to her station now, and the nearest is two hundred miles away, so she will take back some of the occupations, gather the children together, and do the best she can with children's meetings, hoping thus to get at the homes, until a trained worker can be sent. Miss Solomon, from South Africa, is not a missionary, but from the British colony at Cape Town. She too has been among the visitors. The superintendent of the State Normal school of Westfield, Mass., visited the work a few weeks since. A minister came in one morning, intending to stay only through the opening exercises. He sat through till the close, and before he left he said: "Why, I see you have a great ethical principle underlying your work." Whereupon he was informed that *such principles* were under the *entire* system.

Miss Mary Louise Butler, connected with the primary Sunday-school work in Chicago, presided at the Kindergarten Literature Company's table, in Kellogg Hall. Many a helpful word of direction has gone out to hungry mothers and teachers with the pamphlets and booklets passing through this genial lady's hands. The KINDERGARTEN MAGAZINE and *Child-Garden* are welcome visitors in many homes, and Miss Butler reports many calls every day of those who wish to pay their respects to the cause. Miss Butler also spoke a number of times before different societies on kindergarten and primary topics.

Several talks on music and children's voices were given before Miss Newton's classes by Mari Ruef Hofer, of Chicago. The class were delighted to hear their problems presented to them in this new form, filled with the artistic enthusiasm which Miss Hofer puts into all her work. Miss Hofer also gave several talks before the Outlook Club and primary Sunday-school workers. One on "Music in the Social Settlement" gave experiences of the wonderful influence and uses of music with the spiritually starved of a large city.

Education in General.—In spite of the spirit of hard work and a general feeling that everyone is busy, and the much rushing about, Chautauqua is a very good-natured and wholesome workshop. The newcomer is known by the wearing of gloves and hat, which are soon doffed for the fresh breezes from the lake. Chautauqua boasts of all the advantages of a beautiful summer resort, with none of its disadvantages; no mosquitoes, not even house flies; nothing disagreeable, but the occasional somniferous roar of a sleeping pedagogue through the thin partitions of the summer cottages. From the early morning hours till late at night are the flittings to and from cottages to various halls of learning. Now from a digest of ethics to a game of baseball; from social economics to an hour of music or illustrated lecture with the latest funny man; from grave to gay, in the endless pursuit of the pure, the good, the true, Chautauqua is a success. All credit to Bishop Vincent and his son, to whom this smooth-flowing, ever-varying success is due! "Only the best for the best," is their motto. A visit to their charming cottage on the lake front and a peep into their council cham-

ber, where every detail receives the personal attention of father and son, reveal the strong, guiding hands on the helm.

Here one can no longer feel where the old leaves off and the new begins. The college and the university join hands with the kindergarten in desiring and voicing only the best, and thoroughly alive on every subject. Where the old and prosaic still remain it is easily recognized, and quickly emptied benches testify to "green fields" of thought in other directions.

Among the contributors of living thought to the lecture work of Chautauqua this season, from our own modest town, stand such names as President Harper, Professor Moulton, and H. S. Clark, of Chicago University; also Professor Wm. L. Tomlins, who for the first time has given his music work at Chautauqua. These men might be said to represent the new philosophy of art of their various branches of research. For the young teacher to come in contact with the broad thought and experience of these men is a liberal education in itself. In our estimation Professor Moulton is doing a great work for humanity as well as the study of literature, by interpreting his work from the humanly dramatic standpoint instead of the purely philosophic. Professor Clark is a young man, but has touched the true chord of art early in life. His dramatic readings bear out his idea—nature's law in all things as a basis for art.

Professor Wm. L. Tomlins gave his first contribution to Chautauqua in a course of teachers' lessons pertaining to interpretation and the training of children's voices. His philosophy is such that a child can understand, yet it reaches into the profundities of life. No one can come into touch with his thought without feeling the sweetness and nobility of a work which has been twenty years building for the truth of art. The general public had opportunity to hear his lecture on the Relation of Music and Art to Humanity, and his work created great enthusiasm whenever heard. It was a cause of great regret to the assembled teachers not to see the practical side of this music development worked out with the children, and it is hoped next year will find it added to the Chautauqua curriculum, as one of the inspiration lines of work for teachers seeking the deeper meaning of art in relation to child culture.

Mrs. Emily M. Bishop, director of the Delsarte department, offers a work peculiarly helpful in the physical training of teachers. As has been said of her, "She expounds Delsarte principles without affectation or nonsense." A woman of the broadest experience both artistically and personally, she throws an originality and freshness into her work which dispels the mental fogs as well as the back aches of her pupils. She is a thorough believer in the *true physical*, and while having evolved herself and her ideals from the physiological to the psychological plane of teaching, she never fails to lift her stumbling pupils. We can recommend Mrs. Bishop's work as healthy and timely in the new demand for bodily harmony in those who have charge of our children. Mrs. Bishop is the author of "Americanized Delsarte," a practical handbook on physical culture, representing her experience in its application to educational work. Its subject-matter is conveniently arranged and has the merit of conciseness and brevity, while giving comprehensive principles and the practical application of these in exercises leading directly to healthful and artistic results.—*Chautauqua, August 1, 1894.*

A Kindergartner's Notes.—The second session of the Summer School at Clark University, Worcester, Mass., began July 16 and continued two weeks. The courses in pedagogy and psychology were con-

ducted by President G. Stanley Hall, Dr. E. C. Sanford, assistant professor of psychology, Dr. W. H. Burnham, instructor in pedagogy, Dr. A. F. Chamberlain, lecturer in anthropology (all of the university), Mr. T. M. Balliet, superintendent of schools in Springfield, Mass., Dr. E. M. Hartwell, director of physical training in the Boston public schools, and Principal E. H. Russell, of the state normal school in Worcester. There were also courses in mathematics, physics, and chemistry, each conducted by the head of that particular department in Clark University. While all was interesting and valuable, the first courses were especially so to kindergartners, and it is with the wish to share with others what she has gained that these notes, though most inadequate and fragmentary, are offered to the readers of the KINDERGARTEN MAGAZINE.

Dr. Hall's first lecture was upon the general subject of child study, how it has become a science, and what has already been done. To show the wide bearing of the subject, he pointed out the five fields of science contributing to its study,—those of general biology, comparative psychology, general anthropology, pedagogical pathology, and experimental psychology, all comparatively new sciences, or at least approached in a different spirit from that of even a few years ago. As each field was discussed somewhat at length, much of special interest to kindergartners was brought out; for instance, the very great ignorance of children continually underestimated by their elders; the need for recognition of the individuality of each child; the fact that growth is the chief business of childhood; the wrong of appealing to the reason of children when the truth is that they are all instinct; the very great danger of producing nervous disease in little children by requiring from them fine hand or brain work; that all teachers, from kindergartners to college professors, must know the laws of growth and their nature; and that, as Plato says, "Nothing in all the world is so worthy of love, reverence, and service as children."

In a lecture on the education of the will, these important principles were laid down,—that the first duty of young children is to obey; that this obedience may be obtained by example and by commands; that commands should be carefully considered, and few yet inexorable. Physical training is also a large factor in the education of the will, as this maxim from Finland recognizes: "The weaker the body, the more it commands; the stronger the body, the more it obeys."

While speaking of "The Love of Nature as the Basis of Instruction in Natural Science," President Hall made a strong plea for telling fairy tales and especially ancient classic myths to children. He said that science and religion have the same root, and that a little of the ghost, the fairy, the miracle element, a little shudder, a little mystery, enlarge the experience of the soul and fit for a deeper appreciation of both religion and science. In a later lecture, on "How and What to Read," this same point reappeared, when Dr. Hall replied to the question, what to read. Folklore, myths, traditions, proverbs, chronicles, all these he would use; further, the very best of literature can be given to little children by one who has "the art of the story-teller."

A lecture upon "Fatigue" spoke to the eye as well as the ear, by means of charts showing the actual effect of fatigue upon nerve cells, and the striking changes wrought in them by periods of labor. Some results of fatigue were shown to be fear, irritability, loss of self-control, sadness, great ambition, lack of power to assume responsibility, change of voice, cold extremities, reduction in spontaneity. Has not every kindergartner noticed some of these in her children and in herself, and does she also know that tired children are more likely to catch certain

forms of nervous diseases? "Keep children rested to insure sanity." "Many diseases start in fatigue." These seem specially noteworthy sentences, for many kindergartners apparently do not realize the tremendous demands they constantly make on the growing bodies and brains in their care. The omission of recess Dr. Hall pronounces very bad from a hygienic standpoint. The distinction between fundamental and accessory muscles was made clear; the former are those chiefly used in spontaneous movements and by children in their play, while the latter are those required in finer movements, such as singing, writing, and so forth. "The kindergarten is in danger of bringing the accessory muscles into use at too early an age. If strain comes upon them too soon, chorea and similar effects follow. A child can *play* all day; but if too much is demanded from the finer muscles, we are cultivating neurosis."

In a lecture on "Physical Education" President Hall said, "Regular exercise is good, better than all school work; but spontaneous plays and games are better yet," an indorsement of the position of those who argue for much "free play" in the kindergarten.

Dr. Burnham in the first lecture of his series called attention to the opportunity and the need for the study of education in accordance with scientific principles. The center of this field of study is what may be called the natural history of the child, falling into three special topics, viz., the study of common and universal characteristics, the study of development and growth, and the study of individual characteristics. School hygiene affords also opportunity for scientific study, as do the different types of culture and the results produced by each, and also the organization of school systems in this and other countries.

In a discussion of the principles of motor training, these were some of the points made by Dr. Burnham: that a well-developed brain is possible only as the muscles are well developed; that, since the nervous system grows in the form of its functional activity, only correct movements should be practiced; that to require complex and delicate operations from young children is clearly detrimental; that since the different parts of the body develop at different periods, education should learn and adapt itself to these periods, lest by premature training development be arrested, or by delayed training the golden time be lost; and that the normal end of thought is action of some sort.

Dr. Burnham also conducted a series of conferences upon such subjects as educational literature, the training of teachers, the importance of the story in education, and the use of myths, and hygienic school furniture. The last-mentioned suggested the mental query, Do kindergartners regard with sufficient care the position of their little folks when working at the tables, and the proper fitting of chairs to the height of small bodies, lest even in the kindergarten the beginnings of myopia and spinal curvature appear?

The lectures of Dr. Chamberlain were most fascinating to the student and observer of child life. What philology can teach regarding the child, birth myths, children's playthings, folklore concerning the souls and death of children, their association with certain animals, birds, flowers, etc., curious beliefs regarding the power of children to cure disease, their secret language, their sports and games, their education among savage and semi-civilized races,—all these and many other aspects of child life and development were set forth with abundant illustrations from literature, myths, and customs gathered from the four quarters of the globe.

Do kindergartners consider the fact that the child is constantly be-

ing educated by everything that touches his life in any way—by his environments, in short? Mr. Balliet brought out clearly these different sorts of environments: first, the physical environment, the world of plants and animals about the child, the earth beneath his feet, and the sky and stars above his head; second, the environments of commerce and trade; and third, the industrial environment; fourthly, there is the ethical and social environment, beginning with the family and home, and lastly, the aesthetic environment, to appreciate and enjoy which the child mind must be prepared, must be rightly attuned.

Another question suggested by Mr. Balliet's lectures was this: Do kindergartners know what apperception really is, and its importance from an educational point of view? "What all his surroundings mean to a child will be no more than what you have put into his soul," and "The more richly the child soul is supplied with clear concepts, the more richly he will see," were two sentences which we may well take to heart.

Dr. Hartwell gave this good definition of physical training, viz.: "Well-regulated, more or less systematic muscular exercise for the purpose of developing and preserving health." Play was one of the original meanings of the root from which our word exercise is derived,—an interesting fact. Here, again, fresh emphasis was given to what had been said by President Hall and Dr. Burnham regarding the great danger of giving little children too much fine work to do; in the end this will be better done if the earlier work has been on a large scale. As one thinks of the fine occupation work done in some kindergartens, one is tempted to inquire if our sins have not been those of commission far too often in this regard.

The lectures given by Dr. Sanford, while designed primarily for teachers of psychology in colleges or normal schools, were yet of very great general interest and value. In a lecture on Association, the same point was made which has been referred to in speaking of Mr. Balliet's lectures,—the immense importance of apperception in its relation to education. When the question was asked, "What controls our understanding, our apperception?" the answer was, "Chiefly, past experience." "Sense Perception," with special reference to sight and hearing, "Memory," "Attention," and "Reaction-times," were the topics of other lectures.

In presenting the subject of memory, three stages were mentioned; first, the preservation of the original perception; second, voluntary recall; and third, the preservation of the image, subject to voluntary recall and located as to time and place—with all details perfect, in short. There were shown to be two kinds of preservation,—natural conservation and that which depends on association links. In the lecture on "Attention," these points among others were brought out: that interest and attention are almost identical terms; that we remember best those things in which we are interested, whether pleasantly or unpleasantly, but that we do not remember those in which we are not interested; that attention may be of various sorts, as mediate and immediate, as voluntary or with more or less effort, and involuntary or without effort, as directed to outer things, sensation and perception, or to inner things, states and feelings of the mind itself; that a sensational stimulus, even a moderate one, will generally call the mind from an attention which is voluntary and inner; that attention to one thing is inattention to other things; and that we do not perceive things to which we do not attend.

A paper by Miss Sara E. Wiltse upon "Children's Autobiographies" was one of the unannounced but none the less very interesting features

of the session. It was the result of an attempt to gather from children themselves, something of their earliest memories, beliefs, feelings, and emotions. These children, now in their early teens, had been known to Miss Wiltse almost from their infancy; many had been in her kindergarten in past years, and between herself and each one the frankest and most cordial relations existed.

Each child received a little blank book in which to write these autobiographical paragraphs, and some further material was gained in conversation. To this was added, also, the recollections of two or three adults. The results were most suggestive to students of childhood and to educators in general, but started many questions whose answers are not easily found. Especially significant were the earliest remembrances, such as a Thanksgiving day, a day in the country and the gathering of daisies, a visit made at the age of two years, and so on.

The early beliefs of these children regarding the sun, the moon and stars, thunder and lightning, rain and snow, were very interesting and some really beautiful; but even more curious, and often startling, were the childish ideas regarding heaven and hell and the appearance and occupations of the dwellers therein. It should perhaps be added that these were chiefly children of poor and uneducated parentage.

In closing, Miss Wiltse spoke of the great effort required from the ordinary adult mind in its attempt to keep up with the heart and imagination of children; yet something may be learned from even the most stupid. Reverent sympathy is the only key to open the treasures of the childish heart and mind. Two dangers to be guarded against in such study as this, were also noted,—that a child might indulge in "romancing," and so his contributions be valueless, and that, on the other hand, morbid introspection might result.—*M. L. S.*

From the Continent.—A movement is now in progress among the kindergarten workers of the continent, especially of Germany, to organize more closely, and unite more practically in the discussion and interchange of important interests. *Das Deutsche Froebel Verband* and *der Allgemeine Kindergartnerinnen Verein* hold a summer convention at Speyer, near Heidelberg, and an extended enthusiasm has been aroused to make this meeting a profitable one. Dr. E. Pappenheim is the presiding officer of the former union, editing the monthly journal of the same, while Fr. Eleanora Heerwart is the president of the latter, also editing the monthly report of this society. The German Froebel Verband is over thirty-five years in active work, having as its central work the increasing of public kindergartens and training of kindergartners. The Kindergartners' Union is a much younger society, made up of all professional and generally interested kindergartners. The coming meeting, to be held from August 1 to 4, will concern itself with the practical and pressing problem of how to secure a standard of training for kindergartners. Preparatory to this work, which Fr. Heerwart is conducting, the opinions of all the leading workers on the continent have been collected, and great benefit is expected to result from the discussion of same. Among the topics to be handled are the following: What should be the conditions of admission for students entering the training for no less a period than one year? What departments of study should be considered essential? How many weekly lessons should be given in each study? Is a final examination of students necessary? Should such examination be written or oral, or consist of a test lesson? How are Froebelian kindergartens to be founded, and by what means increased in number? How shall the educational means and materials of the kin-

dergarten be correlated? What stories, songs, pictures, poems, gesture plays, building forms, etc., can be best used to familiarize the child with the forest, the ocean, the bees, etc.? Shall the perforating work be retained in the kindergarten occupations? Many similar practical questions are to be considered. It will be our privilege to attend this meeting and learn somewhat of the composite European kindergarten thought.

The question is frequently asked, How do your American kindergartens compare with those of England or Europe? We are daily forced to answer with increasing conviction, that it is unjust to generalize in these comparisons. Because there is room for so much individual interpretation in this of all work, we have many varieties and degrees of excellence both here and at home. There are leading workers in each who are conspicuous because progressive. However, we can speak of the difference in public interest and appreciation of this school reform. The knowledge of the same is far more general in the United States than here, and educators of all departments are more generally intelligent on the so-called Froebellian methods.

The immediate family of Dr. Eugene Pappenheim, of Berlin, forms a most interesting circle. It was my privilege to meet father, mother, and two daughters at the annual children's *Spiel-fest*, which was conducted by one of the latter, who as a little child was the first candidate for admission to the same kindergarten of which today she is directress. These days for games have been set apart for many years by the public kindergarten association, and many older children return annually to participate with the younger ones. The mother was also a kindergartner, and still maintains a most hearty and intelligent interest in the progress of the work. The son of Dr. Pappenheim is making every preparation to worthily follow in his father's educational path, which combines the practical teaching of languages, the imparting of Froebelian theory and philosophy to a large kindergarten training school, constant writing and publishing on kindred subjects, and an active identification with all associations working in educational lines.

Among the many highly interesting societies in this city of Berlin, is one which devotes its energies to the purchase of large open fields, and the revival of folk games and plays in the open air.

On a Saturday afternoon in June the sun shone radiantly over such a meadow surrounded by deep woods, revealing glimpses of the Spree, with its fresh banks and many boats. One part of the great field was occupied by the members of an athletic club, who played historic games with a vigor and zest unequaled by an American baseball nine. Not far was a circle of some forty little children, who had come out with their teacher for a holiday. The innocent game of "drop the handkerchief" was creating much excitement, and attracted the attention of many strolling pleasure seekers. In another part of the field, hemmed in by blossoming linden trees, a gay company of kindergartners were marching, singing, and playing games. The audience was made up of parents, some of the leading workers and teachers, as well as a group of transatlantic visitors. The latter could not refrain from joining the growing and expanding circle, and participating in this outdoor play, which has such a national flavor.

The first game was one which is here called Froebel's favorite. The large circle is broken into three smaller ones, arranged about a fourth in the center. Each circle sings and marches in turn, when at a signal the three approach the center, and joining hands, again form one large circle, expressing the sentiment of the song which glorifies the many

parts in one united whole. The effect of song and garlanded girls under the evening sky was most picturesque.

Just beyond the historic and picturesque Potsdam lies the village of Bornstedt, a settlement of working people. Here is the school known as the *Kaiser-Friedrich-Kinderheim*, built by the Empress Friedrich as a memorial to her deceased husband. The children of the plodding families gather here every day, remaining from six in the morning to eight in the evening, if necessary. They are fed and clothed and bathed, and encouraged after royal kindergarten fashion. Troops of soldiers tramp by the quaint cottage every now and then, or the Kaiser's Grenadiers gallop down the street, on their way to the royal palace. Many interesting stories are told by the kindergartner of the *Kinderheim*,—how the Empress Friedrich makes her annual visits and grows fond of the stolid-looking babies; or how from time to time some prince pays them a visit, and plays at horse with smudgy youngsters, until their *sabots* fly in every direction and their eyes dance. When royalty constructs such playthings as *Volks schule*, a better day is at hand, a day in which the dividing lines of caste will be frequently overstepped.

A greater contrast of scenery can scarcely be imagined than that which we experience on coming from our land of incalculable acres, untamed forests, and untrammeled sand stretches, to the romantic landscape of Holland, where tulips grow on soil retrieved from the sea, or to Thüringian hillsides, where every foot of ground has been affectionately cultivated for centuries with precision and care, until they touch upon each other like mosaics, the fields presenting a picture not unlike my lady's well-ordered box of ribbons. We have made an effort to secure photographs of these village acres, in order to show some little folks we know, how mothers and fathers, with their boys and girls, work and cultivate the precious acre belonging to them, making it a thing of beauty as well as utility.

A German writer has recently described Thüringia as the cradle of Froebel's educational reform. It is quite natural that in the midst of such external perfections and beauty, one of introspective tendency should crave a correspondence in the inner human nature and character.—*Amalie Hofer, Leipzig, July 4, 1894.*

Summer School of the Chicago Kindergarten College.—The college held its first summer school this year. The departments were well sustained by the best lecturers and specialists to be had, and the students gave them the inspiration which comes with well-filled class rooms and close attention. There were lectures on psychology, science, literature, the "Mutter und Kose-Lieder," the occupations, the gifts, music, critical study of the English language, and on how to teach mathematics to young children. Mr. Denton J. Snider gave the lectures on literature and psychology. The literature studies can be found in his Commentaries on the great poets. His psychology lectures will compare with these in every way, and are a step in advance of any work he has yet done as an educator, which is saying much. We advise all kindergartners to take these lectures, as they are of the greatest importance in studying intelligently the mind and soul of the child. Miss Elizabeth Harrison gave morning lectures on the "Mutter und Kose-Lieder," and the last hour of each afternoon there was a round-table discussion of stories, games, plays, and songs. Mr. Scott, of St. Paul, was the teacher of natural science, and the attention given to his method was great, as his reputation for teaching children in this important branch has gone all over the country, and interest is widespread. "How to teach the child

to love the flower," was the general subject of his lessons in botany. "Read a little literary gem to the children about the flower, and then go out of doors with them to study the plants, and the great gap between teachers and children is closed at once; because the teacher must be as much of a student as any child." Here is another proof of the stand taken by the college that higher literature is the foundation of all training for kindergarten work. The KINDERGARTEN MAGAZINE can scarcely agree with Mr. Scott as to the first idea of the flower which the child is led to perceive. He says "it is to bear seed." We say beauty is the first idea of the flower; or rather, the primordial idea of the flower is beauty, and the seed comes that that beauty may be immortal, ever renewing. The flower was created, and the seed is the flower's gratitude to the Creator for its being. Educators must learn to believe in beauty as a primal factor in the created universe, without which the bud would blight in its calyx and the aspiration of the soul perish ere it soared. The child must have the idea of beauty simply as beauty, if body and soul are to be quickened by spirit. The race must have the idea of beauty as an integral part of all material utility, or it grovels.

I WILL try and give you, in outline, a sketch of what we are doing in Puget Sound to further the beautiful ideas and ideals of kindergarten life. In September, 1893, I took charge of the kindergarten department of the Annie Wright Seminary. Hitherto there had been no such department connected with the school; but the venture has certainly proved successful, as there have been from ten to fourteen children in attendance throughout the year. At the same time a training class was established, being a branch of the Oregon school at Portland, of which Mrs. Caroline Dunlap is principal. The Annie Wright Seminary is one of the best—if not *the* best—and most progressive schools on the coast, being fully equipped in every department and under a fine corps of teachers,—Miss Norton, a graduate of the Denver College, Miss Delemaire, from the Armour School, in Chicago, and Miss Wolbert, from Madame Van Kirk's, in Philadelphia. All have private kindergartens and all are doing most excellent work. Unfortunately there are as yet no free kindergartens; but we hope that they will soon be not only a possibility, but a fact. In January, 1894, a kindergarten club was formed, which, though small, has been of great pleasure as well as benefit to its members. A mothers' club was organized, with twenty members, all showing the greatest interest and delight in the informal talks and discussions. We are reading Miss Harrison's book, "A Study in Child Nature," and many articles from that invaluable educator, the KINDERGARTEN MAGAZINE. I am sure the club will be of mutual benefit to both kindergartners and mothers. So you see, though so far away, the wave of new life and love has touched this distant shore. As irresistible as the tide that creeps in from the sea, as inspiring as the white glory of our beautiful Tacoma, are the nobler aims and higher ideals of life filling the hearts of men and women all over the land.—*Charlotte Lay Dewey, Tacoma.*

THE Chicago Froebel Alumnæ Association has held regular meetings on the first Wednesday of each month during the past year, and at each meeting the subject of Programs for the Kindergarten has been considered. Each month the work was carefully prepared by a committee, and the discussion which followed the presentation of the program showed the members to be thoroughly alive to the importance of this branch of their work. As the object of the association is to promote

social intercourse among its members, as well as to afford an opportunity for the exchange of ideas relative to kindergarten matters, a special social meeting was held in May at the Bohemian Chapel. The alumnae entertained the teachers and pupils of the training classes of the Chicago Froebel Kindergarten Association, whose graduates we hope to welcome as members of the Alumnae Association during the coming year. A large number of guests, as well as members of the alumnae, were present, and as the social committee had prepared a most enjoyable entertainment, the afternoon was in every way successful. One of the most interesting features of the work of the alumnae has been correspondence with its non-resident members, through which we have received interesting reports of the work done away from Chicago. A most delightful letter has recently been received from Miss Annie Howe, from Kobé, in which she gives an interesting account of her kindergarten work in Japan. We hope greatly to increase this branch of the work during the coming winter. We feel that the association has passed an earnest and successful year, and look forward not only to an increase of membership, but also to closer sympathy among its members, more energetic work, and a wider sphere of usefulness.—*Emily M. Pryor, Sec'y.*

Editors KINDERGARTEN MAGAZINE:—I send you two or three writings concerning our kindergarten in the Pennsylvania Institution for the Blind, and will gladly answer questions if you wish. Permit me to impress upon you the importance of treating our special work from a common-sense, practical point of view, omitting all reference to the sentimental side so often dwelt upon by those writing of it. Our two kindergartners are normal graduates and conduct their work normally, using (with very few exceptions) the usual appliances in the usual ways. Our tables are grooved, our cushions stitched off in square inches; for parquetry we use special embossed cards 5 x 5 inches, and in applying the gummed circles or squares use a small individual butter dish containing water, and a toothpick with a little pad on the end, made by tying up a small quantity of cotton in a piece of white cloth. For pease work we use cork cubes and wires; for stick laying, metallic wires with a hole drilled in each end. The wooden tablets we drill ourselves, so that they may be pinned to the cushions; instead of lentils we use the small second-gift beads. There is scarcely anything used in kindergarten work which we do not use, not even omitting color, which many of our children can perceive (through such eyes as they have); and even if they cannot see color, our children enjoy knowing that they are using pretty things. Our language is to be their language, and a knowledge of color must be given so far as this is possible. The plate shows primary work done largely by children who had passed through our kindergarten.—*Edward E. Allen, principal.*

I ADD a bit of experience, thinking a part of it might some time be suggestive to an inquiring kindergartner. A teacher told me recently that in her city they would like to have the kindergarten in the schools, but there was no room in the buildings. A year ago the kindergarten was adopted by the school board in Beloit, Wis. The West Side building was over full, so it was decided to rent a cottage for the kindergarten. It has proved in many ways an advantage. First, it is a *home*, daintily though cheaply papered and painted. Second, each of four classes for "table" work is in a room by itself, which reduces the conscious and unconscious *wear* of numbers (also separate coat rooms).

Third, class rooms can be thoroughly ventilated while children are having general exercises in the large room. Fourth, in outdoor work we have absolute free play, gardening (we have a vegetable garden and also flowers, vines, shrubs, etc.), and science work. Fifth, there is no fear of disturbing other departments. Sixth, children come and go in *small* groups and by themselves, although we are near enough to the "big school" for the elder brother to bring the little sister when necessary. In fact, whereas at first we looked about for compensations because we could not be in the school building, we now congratulate ourselves because of our many advantages.—*Catherine A. Collins, Quincy, III.*

REV. and MRS. W. E. MACKLIN, of the Christian church, have gone to Nankin, China, as missionaries, by way of Vancouver. Mrs. Macklin called at the office of the Kindergarten Literature Company and provided literature for herself and five children for the two weeks' voyage on the Pacific. For the youngest child she bought Miss Pousson's beautiful book, "Finger Plays and Nursery Songs." For the older ones she took *Child-Garden*,—twelve numbers, beginning with September, 1893, and subscribed for the coming year. For herself she took the latest volume of the KINDERGARTEN MAGAZINE and subscribed for the coming year, and took "Bits of Talk about Home Matters." She could not be better equipped for so long a journey, and while entertaining the children she will be preparing herself for her work as a missionary; for every thing that is for the permanent betterment of mankind must begin with the little children, and the system that truly applies to all children the world over is the kindergarten. As the dear little woman passed out of our office, just starting on the long journey, we thought, "What a tiny seed to drop down into that great Chinese Empire! but may it not grow into the tree under whose branches the children of the East may come for shelter, protection, and nourishment?"

The New Kindergarten Institute.—In answer to the many letters of inquiry about the new kindergarten training school, coöperative with the Chicago University Settlement at the Stock Yards, as has been announced, it will be opened the first of October, with a fully outlined program. The organization of several kindergartens in the immediate neighborhood is under way, which will be amply equipped with teachers and assistants. The opening of these new lines of work in connection with the social settlement plan is arousing much interest in educational circles. The Kindergarten Institute has the pleasure of announcing itself a sister institution of the Pestalozzi-Froebel House of Berlin. These institutions will graduate each other's pupils and supplement each other's courses of instruction, thus beginning an international exchange of work and ideas, which will no doubt be of mutual benefit to the kindergarten cause in both countries. In connection with this coöperative work, Fraulein Annette Hamminck Schepel, of Berlin, will spend part of each year in the work of the institute.

Froebel Society of London.—The president of this society is Miss Emily Shirreff, who has been long connected with the history of kindergarten movement of London. A conference for teachers and trainers is called, to be held by the Froebel Society at the College of Preceptors on Friday, September 21, 1894. The subjects discussed will be "Nature Knowledge," and "Literature," under the following headings: "Nature Knowledge," suitable to children from 3 to 6 years of age, suitable to

children from 6 to 9 years of age, suitable to children from 9 to 12 years of age; a concluding paper reviewing the whole subject to be read by Madame Michaelis; "Literature," in the form of stories suitable to children up to 8 years of age; "Literature" generally suitable to children up to 12 years of age; a concluding paper touching on both portions of the subject to be read by Mr. J. J. Findlay. Discussion at the close of each paper is invited. Cards of admission may be obtained at the office of the Froebel Society, 12 Buckingham street, Adelphi, London.

A Kindergarten Home.—We are glad to know that the Kindergarten Institute of the Chicago University Social Settlement, at the Stock Yards, has arranged for a home for kindergartners and students on an unique plan. It is rationally coöperative, and still individual and private. It has long been a question with training schools to know just what plan to make for teachers and students. The life of the boarding house is incompatible with the kindergarten spirit, and the dormitory plan is liable to all sorts of abuses. The family life is the only true living, and to establish this is the aim of the institute. Parents can send their daughters to this training school with a certainty that they will have here the home life so essential to all true education and training. Kindergartners especially need the ideal home conditions, and we hope the Chicago University Kindergarten Institute is about to solve this important problem.

THE city kindergartens of Brun, Germany, are attracting much attention among the German school men and women. This city maintains seventeen public kindergartens in the various parts of the city, mainly in buildings especially erected for the same, with the best of appointments, including work and play rooms, as well as garden. In the newer buildings baths are provided as well, and great care is given to the matter of cleanliness. The children are received and trained without payment, and without consideration of religion, rank, or nationality of parents, from three to six years old. In every kindergarten there are two or three trained kindergartners, and usually one attendant; however, one of these serves as the leader of all the others. A most cordial coöperation exists among the kindergartners, who have their own club, library, and regular meetings to discuss the technical details of their work.

KARL FRIEDRICH FROEBEL, a nephew of Friedrich Froebel, who has been interested in furthering the educational work of his uncle during his entire lifetime, died May 9, 1894, in Edinburgh. We take the following from a short sketch of his life written by Fr. Heerwart: "He has published a number of books, among others 'The Kindergarten and the Science of Existence.' His favorite studies were mathematics and philosophy, and up to his last days he was busy with plans for public education, games for the youth, and special interests in all contact with nature. He was fond of and fundamentally acquainted with plants and music, of which one is constantly aware in reading his beautiful thoughts. In a letter dated April 5, he wrote as follows: 'The morning dawn of Froebellian thought will merge into sunlight when the Christian religion is not only *taught*, but *lived*.'

COLONEL PARKER's summer school as usual attracted hundreds of teachers to Cook County Normal, to attend his Symposium Study of the Child. This year has really opened a new era in the work through the

recent publication of the colonel's handbook on the "Theory of Concentration." With this for text-book the teachers entered enthusiastically upon their summer's study. These representative workers from nearly every state in the Union return to their charges filled with the spirit of achievement, more of spontaneity and genuineness, more of the creative and less of the drudgery of teaching. Mrs. Parker presided over the æsthetics in her gracious and thorough manner. The practice departments were carried by the regular corps of assistants, giving living illustrations of the spirit of the work.

A KINDERGARTNER of national reputation writes us thus inspiringly of *Child-Garden*: "I must tell you what a wonderful educational power *Child-Garden* is becoming. In Greensboro, a town near, where I secured five subscriptions, the people are writing to know what they shall do to open a kindergarten. This is the direct result of the little magazine's visits, and means a great deal. Quite a number here who have subscribed are very enthusiastic. It surely is doing good seed-sowing that in time will result in the establishment of kindergartens in many sections of our country. I feel that this magazine is one of the great achievements of the day; for it will be a powerful means in creating kindergarten sentiment among parents, who must first be aroused."—E. G. S.

Lexington, Ky.—Two new kindergartens will be opened in September. Miss Laura P. Charles gave up her kindergarten and the training-class work to Miss Sallie Adams. This is good news for Lexington, that the work has grown to this extent,—two new kindergartens, two new principals, and four paid assistants for the new school year. Much of this is due to the fact that they have a woman on the school board who is ably fitted for her position there,—Mrs. Wilbur Smith, wife of Professor Smith of the Commercial College of Kentucky University and one of the jurors at the World's Fair. Mrs. Smith took kindergarten training under Miss Blow, and is proving herself a friend indeed to the kindergarten cause in Lexington.

MISS MARI RUEF HOFER gave twelve days' music work—teachers, lectures, and illustrative children's work—at the Lexington (Ky.) Chautauqua, beginning July 1. Through the kindness of Mrs. T. D. Ballard, supervisor of music in the public schools of Lexington, one hundred children were provided to demonstrate the Tomlins methods of singing with children. This was done with very great success—as so short a time would allow, and many hundreds of people caught a glimpse of true, sweet, and musical results to be obtained from children by natural means. Teachers all over the country are becoming interested in this beautiful work, and Mr. Tomlins' teachers' course is already filled up to Christmas.

THE kindergarten training school at Jacksonville, Fla., has added a department for primary teachers, with a graduate of Cook County Normal Training School in charge, under the supervision of Mrs. O. E. Weston. The people of Jacksonville are ready to progress into this higher thought, and are appreciative of the greatest need of their children. The coming year promises to bring forth a building devoted to this purpose, and many other advantages are forthcoming. The South, with its peculiar appreciation of private schools, needs just such an institution of training, and the young women turned out by it will have no difficulty in finding their hands full in this beautiful summer land.

THE Council of Mothers is an unique plan for gathering together the thoughtful women of this nation for exchange of thought, and for planning a systematic course of study and observation of the child's possibilities. To bring forth the perfect manifestation of the divine Image in the child is the *whole duty of woman*. If possible attend the Council of Mothers, September 25, 26, and 27. It is free, and will be held at No. 10 East Van Buren street, Chicago, under the auspices of the Chicago Kindergarten College. Board, at five dollars a week or one dollar a day, can be secured by writing to the college in advance.

THE Kindergarten Institute of Chicago, under the joint direction of Mary Page, Frances Newton, Amalie Hofer, Mrs. L. W. Treat, Frl. Schepel, and others, opens for regular work the first Monday in October. As only a limited number of students will be received, it is desirous to file applications at once. The application blanks and circulars can be secured of the secretary, C. Cronise, 2312 Indiana avenue, Chicago. Students are received to this class but once in the year. The supplementary class is open to students at any time for any period of time, and aims chiefly to meet further studies and needs of kindergartners and teachers more or less trained.

THE graduates of the California Kindergarten Training School in San Francisco have made their way as pioneers into many new localities, but some of them are now planning to go even further afield. Within a few months the training school expects to send a kindergartner to Dunedin, New Zealand, another to a mission station in North China, and still another to take charge of a similar work in Southern China.

MISS ELLEN CREELMAN, a graduate of the California Kindergarten Training School under Miss Nora Smith, is about to establish a free kindergarten and training class in Seattle, Wash. Miss Creelman is supported by an association of progressive women, and brings marked ability, experience, and devotion to her work.

MISS HANNAH EASTMAN, a pupil of Mrs. Wiggin and Miss Nora Smith, has accepted a position in Honolulu, H. I., as superintendent of the free kindergartens there. She is also to begin training work under the auspices of a free kindergarten association.

Lectures on "Child Study."—During the session of the Cook County Teachers' Institute, which convened Monday, August 27, Professor Wm. L. Bryan, of the University of Indiana, delivered a series of "Talks on Child Study."

EIGHT kindergartens were started in Newton, Mass., last year, nine miles from Boston. They are among the first in that section established as a part of the public school system.

AFTER five years' successful work in kindergarten training in St. Paul, Minn., Miss Clarke leaves there to supervise and take charge of training in the public schools of Duluth.

A FREE kindergarten department will be added to the public schools in Eddy, New Mex., at the opening in September. This is the first in the territory.—*E. O. C.*

THE Swiss kindergartners hold a convention September 8 at Neu-châtel.

BOOKS AND PERIODICALS.

Colonel Parker's New Book.—“Talks on Pedagogics,” by Francis W. Parker, was a glad realization to the pupils of the summer school, held at Cook County Normal during the month of July. The subject-matter of the book is not new to those who have had the privilege of sitting under the teachings of this thunderous prophet of the “new education.” It in substance represents the essence, in theory and practice, of over twenty years of active service in educational fields, and has been presented in lecture form before the students of the “Teachers’ Retreat” at Chautauqua as well as the yearly assemblies at Normal Hall, Chicago.

On the cover page a diagram illustrating his theory of concentration gives an instant introduction to the principle which is clearly demonstrated in the talks. The book is a discussion of the doctrine of concentration and the outcome of the work done in the Cook County Normal School, at Chicago, of which the author has been the principal for many years.

The question of the child—its being, its possibilities when directed to the source of all knowledge—is first presented. What are the spontaneous activities and tendencies of the child, and how can we economically direct its energy and then follow the successive phases of consciousness of the little ego which has become the central study for all true educators?

It is a book for parents as well as teachers. Parents should know the character and quality of the minds into whose keeping they put their dearest legacy. The time-worn doctrine of education by prizes and the ferrule which has so generally prevailed is here exposed, and that of active, reasonable interest in study is argued to take its place. We cannot hesitate to choose between the two antipodal means. The child is first brought into direct contact with its mother, father, the family, the community, and by a successive series of evolution is made the active agent of the interrelation of one to all, by love and not by fear.

The theory of concentration is one of indivisible relation, and the great condition a never-flagging zeal on the part of the teacher, an eternal vigilance of faith and love. No accidental interest ever led Mr. Parker to search the way of truth. The whole perplexing array of dry-as-dust traditions was enough to show their deficiency, and building on the legacy of Mann, Froebel, and Pestalozzi, in the face of adverse criticisms, he persisted in the way which led him into view of the great beacon light. His aim was not to solve the problem, but *to state the principle*, which would *develop* and solve itself; to bring into a clear light the relation of the child to the powers that be, and thus to discover hitherto unknown forces; not to fit the child to the so-called education by cram, terrorization, and bribery, but to make our forces of education subserve the purpose of the child that grows into a man, in its relation to life, the family, the state, to the well-being of all men:

It is a notable work, and bears the closest study. The established order of making the child a machine from which every spark of individuality has been ground, that the machine of teaching may run smoothly, is deep rooted, but not so deep that the better seed cannot

drive it out. The relativity of the social, political, and religious problem is brought into clear vision and welded into one tri-unity by the power and promise of the common school system,—a system of "each for all, and all for each."

It is a glorious *résumé* of the child in education, its powers and possibilities when rightly directed and flowing spontaneously and actively through the channels of knowing. It brings food to the struggling teacher and nourishment for the human heart.

"Dynamic Breathing and Harmonic Gymnastics," by Genevieve Stebbins.—This is the book we have long been looking for, as until it came there was nothing on "physical culture" that was worth the reading, because the soul was not considered. The author has since early youth been a close student of all the possibilities of body, mind, and soul. She is an original thinker and a fearless one, and in this book has put forth some very bold ideas, while she logically sustains and proves them. Teachers and students will find it a most valuable acquisition to their slender knowledge of the Delsarte system. Mrs. Stebbins was for several years a student of Steele Mackaye; and when he was no longer able to give her the knowledge she demanded, she went to Paris, and after mastering the French language went in search of everything the great "master of expression" had left to the world. She was successful, and with what she learned she experimented, and tested the theories to their utmost. The true and useful she retained, and fearlessly threw aside all else, as slavish following is neither truth nor art nor beauty. Then she set to work to discover and formulate for herself, and this book is the outcome of experiment, experience, and careful study. It is away in advance of her other book, the "Delsarte System of Expression," and both precedes and supplements "Society Gymnastics and Voice Culture." The table of contents gives a good idea of the subject-matter, but the book must be read to be appreciated. Contents are as follows: The Breath of Life, Phenomena of Respiration, Creative Power of Thought, Force of the Imagination, Dynamic Breathing, Psycho-physical Culture, Basic Principles of True Culture, Relaxation, Breathing Exercises, Relaxation Exercises, Energizing Exercises, Physical Culture Exercises, Fashion in Deformity; with illustrations.

Popular Astronomy, a monthly magazine devoted to astronomy, is excellent in every way, and worthy of popular support. We are in constant receipt of letters of inquiry about books on astronomy for children. Astronomy is a living science in which there are nightly discoveries, and a monthly magazine of this kind gives these as they are verified. Volume II of *Popular Astronomy* begins with the September (1894) number. The frontispiece of this issue is a fine view of Mars printed in three colors, representing, as nearly as possible, the appearance of the planet as seen by experienced observers. This illustrates Mr. Percival Lowell's interesting and truly popular article on Mars. W. L. Elkin gives a description of Yale Observatory's new instrument carrying six cameras for the photography of meteors. Plate II is an engraving of this instrument. J. A. Parkhurst and P. S. Yendell write on "Variable Star Observations." A. E. Douglass' records of Gegenschein observations would seem to make this mysterious phenomenon, which no telescope can reveal, not so difficult to see as has been supposed. J. E. Keele's paper on the "Spectra of the Elements" gives in simple, untechnical language facts which everyone wants to know, but which are hard to find in works on spectroscopy. The pages given to celestial phenomena of

the month are of unusual interest in the present number, because of the diagram showing the course of the moon by the earth's shadow during the lunar eclipse of September 14, and the chart of the solar eclipse of September 28. The notes and queries are full of practical suggestions and help. The number closes with a beautiful star chart in colors, showing the appearance of the evening sky during the month. The price of *Popular Astronomy* per year is \$2.50. Address Goodsell Observatory, Northfield, Minn.

WE suggest that mothers and kindergartners carefully read an article in the *Century Magazine* for May, 1894, on the "Imitative Functions, and Their Place in Human Nature," by Josiah Royce. It is a study of the imitative functions, from the results of research in the domain of hypnotism. "How deep-seated the imitative functions are, it has needed hypnotic research to bring, through illustration, to our clearer scientific consciousness." "As regards the uses and the results of the imitative functions in human life, the foregoing general indication of their breadth and their depth is only the merest beginning of a comprehension of the part they play in our education and our consciousness. It is not because they are common, or because they are in deepest origin partly instinctive, that I lay stress upon them; it is because they are, in their proper and almost inextricable entanglement with our individual or temperamental functions, absolutely essential elements of all our rationality, of all our mental development, of all our growth, as thinkers, as workers, or as producers; it is, too, because this value of imitation as the necessary concomitant, and condition, and instrument of all sound originality is still so inadequately understood by teachers, by critics of art, by students of human nature generally—it is on these accounts that I deem the study of the imitative functions probably the most important task in the psychology of the immediate future."

Parents and teachers will learn from this article alone, if they think and can put two and two together, what *not* to do, to be, and to think for the sake of the children. We unconsciously think and do the wrong things, and we must *consciously* lay these aside, and intelligently take up the right thought and do the right act and deed if we would be true parents, true kindergartners.

AT the close of his lectures at the summer school, Mr. Snider gave a talk on the psychology of his novel, "The Freeburgers," which the class had read with much interest. The novel takes us a step backward in our country's history, to that period which preceded the civil war. In it is vividly portrayed the dualism or separation, and the consequent conflict and struggle, in each individual, each family, each community, and which finally broke out in the state in the form of civil war. This struggle was to break down the limitations of our own making, and was an effort to rise into a new freedom, a new order. "This," he said, "symbolizes the dualism in the ego,"—subject-object. Mr. Snider says that "The Freeburgers" is his best work, and he sends it forth into the world, not as a work of art, but as thought on the questions always vital to the individual, the family, the community, the state, and the race; and when these are mastered by the individual and the family and the state, then, and then only, are we on sound footing and in the way of true progress as individuals and as nations. The educational value of this line of thought and Mr. Snider's method of study in it are such that we wish that every teacher in the country could have this course of lectures and the reading along this line.

"Sketches in Rhyme;" The Mouat Company, Chicago: \$1.50.—This is a very dainty little book of poems, by a young man who has true poetic talent and taste. We are rejoiced to note the tint and aroma of poesy here and there throughout the Mississippi valley, the "granary of the world," as they clearly indicate that this busy, practical people are not naturally lacking in the soul qualities that attract the masses.

The author, Jeaf Sherman, is an exception to the general rule that Americans do not reverence their own inborn genius, but only make the arts a pastime. We know both young men and women by the score who are truly gifted, but whose names will only be writ on water or sand, simply because they lightly value their divine gifts, using them as toys for friends, or for the vain show of an idle moment. Reverence for our own gifts or talents, and consecrated use of them, are two phases of the American character which need much faithful cultivation, and we hope that Mr. Sherman will continue to make a business of "wooing the muses," with results as satisfactory as he has obtained with beautiful little "Sketches in Rhyme." As a holiday or birthday gift book it is exceptionally appropriate.

"Fables and Rhymes for Beginners," by John G. Thompson, Superintendent of Schools, Leominster, Mass., and Thomas E. Thompson, Master of John R. Rollins School, Lawrence, Mass.; Ginn & Co., publishers, Chicago.—This book has two features the combination of which distinguishes it from other primers and first readers. First, it introduces the child at once to literature in the form of the fable and easy poetry. Second, it has a vocabulary of but two hundred words. It embodies the results of three years' use of fables and the poetry of child life with beginners in reading. This experience has shown that pupils learn to read more rapidly by giving them something to read that is worth reading, and that every word of the vocabulary chosen is familiar to children entering school. The change from script to print is made easy by several pages of sentences in script repeated in print. It is fully and fitly illustrated.

OF Frye's Primary Geography, Mr. Edward G. Howe writes: "I am exceedingly pleased with his inductive method. Clear conception of things will be had by the pupils of competent teachers before words are presented to the child, and true earth knowledge will result. This general excellence makes the few errors the more to be regretted. Too much 'telling' is still found in places; the suddenness with which some topics are introduced is all the more evident because of the great exception; some of the cuts are *very* inaccurate, and I seriously question some of the statements. But they are minor, and to be expected in this fallible world. The diagram of the distribution of animals on pages 84 and 85 is a delightful one, but I should have omitted the seal on the Mexican coast, and placed an elephant in Asia."

"Starland," by Sir Robert Stowell Ball, is an interesting and very instructive book on astronomy. We are continually asked about lessons in astronomy for children. This and Miss Proctor's "Lessons in Astronomy" are the only books on this science that are written for the simple consciousness of childhood. We heartily recommend both.

"Fanciful Tales," by Frank R. Stockton, edited by Julia Elizabeth Langworthy and Mary E. Burt, is a beautifully bound book and contains four of Mr. Stockton's prettiest stories, adapted for school reading. It is very good, which is saying much for it in these days of deluge.

THE *Pacific Educational Journal* for August is full of good things and bright ones too. "Corporal Punishment" is a valuable article, giving its present *status* in this country and abroad. "The Two Sides of a Case of Discipline" is a very sensible exposition of the value of adjustable rules in school.

A Planet Note for September and October.—Mars during these months will be in excellent position for observation. He will be at opposition October 20. His distance from the earth will then be about 40,500,000 miles, or about 5,000,000 miles greater than it was at the opposition of 1892. His declination, however, is 33° further north, so that for northern observers the planet is in very much better position than in 1892. Professor Pickering has already reported interesting observations of the surface markings of the planet, made at the new Lowell Observatory at Flagstaff, Ariz., and it is not too much to expect that more and better observations will be obtained this year than ever before. Mars is now in the constellation Pisces, moving eastward. September 15 he will turn the loop in his apparent course and begin retrograde (westward) motion, remaining in Aries and the corner of Pisces during the two months. The reader will easily recognize Mars by the ruddy color and great brilliancy, this being the brightest object in the southeastern sky. Mars will be 7° south of the moon September 18 at 10.49 A. M. and $5^{\circ} 31'$ south of the same on October 15 at 6.31 A. M.—*H. C. Wilson, in Popular Astronomy for September.*

MRS. SARAH ELIZABETH GRISWOLD is prepared to teach both music and drawing in the public schools. She has had six years' experience, and will teach one or both; will do grade, kindergarten, or private work, using the latest and best methods. Mrs. Griswold uses the national music course, and can give the best of references. Address Mrs. S. E. Griswold, care Kindergarten Literature Co., Chicago.

The Chicago Kindergarten College.—This admirably equipped institution will open October 1. The course of study will be the same as last year, with the exception that there will be a special study of Myths and Stories for both students and teachers. Arrangements have been made with private families for boarding the young lady students at reasonable rates.

The Council of Mothers will be held in the rooms of the Kindergarten College, 10 East Van Buren street, September 25, 26, and 27. It is free, and a cordial invitation is given to all who are interested in child culture to be present. Board has been secured in private families at one dollar a day or five dollars a week, and this within easy distance of the college. Many of our leading educators will be in attendance, and every conceivable subject pertaining to the child will be freely discussed. Many of the speakers are fresh from the kindergarten conference at Cazenovia, N. Y., where forty of the training teachers of the country met with Miss Susan E. Blow at her home, to discuss important matters pertaining to the kindergarten.

PUBLISHERS' NOTES.

There has come to the hearts and minds of teachers a new impulse fresh from the Divine Life. It is not a special providence nor a modern miracle, but is the result of the discovery, after long years of patient search, of unity in the child. It may be called a rediscovery of man's true being in the child. In this unity are to be found all the possibilities of science, art, beauty, and all that makes up character. This rediscovery by man, of himself in the child, corroborates the statement we had almost ceased to believe--that God created man in His image. This unity, or ego, is the basis for the system of education, which is, or must become, a scientific system of harmonious unfoldment or development of the whole child. This harmonious unfoldment of the child is true evolution, and the only evolution to which the kindergartner need give any serious thought. The various "branches" of education are not tacked onto the child, but grow from within, as do the branches of a tree. Music as a "branch" has been tacked on; but now comes a new system, which treats it as an "idea in mind." After years of hard study, to which must be added twenty years of experience in the class room, Mr. Calvin B. Cady offers for our consideration a system of music education which is so satisfactory in results that we urge all kindergartners to give his lectures special thought. He affirms that all children possess the idea of music, and that the teacher's duty is to uncover this idea, and *lead the child to the discovery of it for itself*, which is in perfect harmony with Froebel's teaching. Mr. Cady advances no theory he has not demonstrated to be true with all students and with all children, whether they are "seven or seventy." These lectures on "Conceptive Music Education" will run through the year in this magazine.

Wanted-- Back numbers of *KINDERGARTEN MAGAZINE*. We will exchange any other number you want in Vols. IV, V, or VI, or any books in our catalogue, for any back numbers of Vols. I, II, or III, *except Vol. I, No. 12; Vol. II, Nos. 3 and 11; Vol. III, No. 10*. Address *Kindergarten Literature Co., Chicago*.

We will send to anyone subscribing for *KINDERGARTEN MAGAZINE*, and desiring "Symbolic Education," by Susan Blow, both for \$2.50; *Child-Garden* and "Symbolic Education," \$2; *KINDERGARTEN MAGAZINE*, *Child-Garden*, and "Symbolic Education," \$3.25.

Our new, fully illustrated Catalogue of books has appeared. It contains portraits of authors never given before; also an essay on books for children, and gives a completer list than ever, descriptive of contents and purposes of books given. Send stamp for a copy.

Bound Volumes.-- Vols. IV, V, and VI, handsomely bound in fine silk cloth, giving the full year's work in compact shape, each \$2.50.

Wanted--January, 1893, and March, 1893, numbers of *Child-Garden*. Other numbers exchanged for them.

Always.—Subscriptions are stopped on expiration, the last number being marked, "With this number your subscription expires," and a return subscription blank inclosed.

Always.—Our readers who change their addresses should immediately notify us of same and save the return of their mail to us. State both the new and the old location. It saves time and trouble.

Always—Send your subscription made payable to the Kindergarten Literature Co., Woman's Temple, Chicago, Ill., either by money order, express order, postal note, or draft. (No foreign stamps received.)

A plaster cast has been made of the original carved metal Pestalozzi-Froebel heads which crowned the Pestalozzi-Froebel Haus exhibit at the World's Fair. It is twenty-two inches in diameter, and is a most beautiful and artistic piece for home or school. No kindergarten should be without it. Price \$2.



THE ROUND TOWER OF THE HEIDELBERG CASTLE, AND
GLIMPSE INTO THE NECKAR VALLEY.

KINDERGARTEN MAGAZINE

Vol. VII.—OCTOBER, 1894.—No. 2.

CLARK UNIVERSITY SCHOOL FOR THE STUDY
OF CHILD NATURE.

MARTHA L. SANFORD.

LAST month an attempt was made to give the readers of the KINDERGARTEN MAGAZINE some suggestion of the great importance and value of the Summer School of Clark University. Only the briefest mention was made, however, of the lectures of Principal Russell of the State Normal School of this city, with the purpose of reporting them somewhat more at length at some future time.

The general subject of the lectures was "The Study of Children." Professor Russell spoke first of the fact that the later scientific studies of man tend to show that the infant at birth has touched the highest point of human evolution he will ever reach; that his whole later life has a tendency downward and backward. From a recent volume in the Contemporary Science Series, Havelock Ellis upon "Man and Woman," he read a comparison of the infant and the adult of both human beings and apes, which contained this statement: "We see, therefore, that the infantile condition in both the apes and man is somewhat alike, and approximates to the human condition; the adult condition of both also tends to be somewhat alike, and approximates to the ape-like condition." The conclusion that as the infant grows to manhood he slips down and back from a higher point, suggests Wordsworth's thought in the ode "Intimations of Immortality":

Heaven lies about us in our infancy!
Shades of the prison-house begin to close
Upon the growing boy,
But he beholds the light, and whence it flows;
He sees it in his joy.

Thus does the vision of the poet peer over the horizon and anticipate the slow dawn of science.

We must study the child as a child, not as an undeveloped adult. Perhaps the time may even come when psychology will make the infant its starting point, and regard the psychology of the adult as comparative only. Professor Russell here referred to his own first study of children, eight or ten years ago. His efforts to classify his observations were in accord with the then existent psychology, but proved utterly useless. He found it necessary to turn away from the accepted schematic psychology of adults, to cast aside all attempts to "follow the laws of development of the mind," and at last to entirely abandon the "scientific method" previously assumed to be the only correct guide. Thus was he led to his first conclusion, that the child must not be studied as related to the adult.

The second conclusion was, that the student must not only turn his attention to children as children, and not as small men and women, but also that he must cease to regard them as the possessors of traits of which he is in search. He must divest himself of those prepossessions by which most observers are hampered. Usually children are searched for certain qualities. If those are not found, the observer suspects some defect in the method; if they are found, his belief is confirmed that the child has this or that,—whatever he is looking to find. In the old way of teaching psychology the pupil was sent out to hunt for some special thing—memory, for instance. Such a method suggests the story of the small boy who was found in a carpenter shop delving almost with tears among the shavings, and who explained, in answer to the question if he had lost anything, that if he could find a knife handle there, perhaps his Uncle John would make him a blade, and then he would have a good knife!

The immediate result of the study of children as children, is great confusion, because of the mixed elements presented by them. These are due largely to the fact that they live among grown people and reflect the life about them. The student of animal nature seeks wild creatures, not those influenced by training or domestication; unfortunately for the student of child nature, children are born in captivity, so to speak. Their inner nature can appear only by flashes, as it were; it is overlaid and intermingled with traits which are really foreign to them. It is difficult to imagine a community of children, though Dickens tried it in his "Holiday Romance."

Remembering, then, that the child is much modified and changed at even a very early stage by his captors and trainers, the observer must discriminate, first, what is spontaneous and instinctive in action and speech; second, what is simply reflected and imitated—a large class; and third, what is of the nature of a more deliberate reaction and response, containing an element of purpose. The first is rarely found unmixed, but is the most precious. Having met these three manifestations of child nature in deed and word, having recognized and separated them and tried to resolve the complex into the simple, a great step has been taken; yet to learn the proportion and nature of each still remains.

Professor Russell next spoke of the principal methods of child study. First may be mentioned the study of the physical manifestations of children, with a minimum of attention to their mental concomitants. Dr. Francis Warner, of London, in his "Mental Faculty," gives the results of some of this sort of study. The movements and postures of children, especially of the limbs, the face, etc., received much attentive thought. Enlarged reproductions from Dr. Warner's book, showing children's hands in certain positions and suggesting the mental states thereby indicated, were displayed by Professor Russell, and gave added interest to this lecture. All physical measurements and tests are also included in this method, as well as the investigations of physicians into child pathology. These last have led to the conclusion that not only in health, but also in disease, children show themselves not little men and women, and that the mode of their activities is marked off pretty broadly from the corresponding activities of adults.

The second line of investigation has been termed "psychogenesis," and its point of view brings to the front the mental development of the child, makes a study of psychological phenomena. In this the name of Preyer is a typical one. Very high praise was given to his work and the volumes in which he has embodied the results of his observations of his own child. Miss Milicent Shinn, of California, has made a substantial contribution in the recently published records of the growth and development of her little niece. By this method a single child is carefully and continuously observed, and accurate records made and preserved.

The third line of child study considers the contents of children's minds. It was first suggested by President G.

Stanley Hall's article in the *Princeton Review*, May, 1882, entitled, "The Contents of Children's Minds on Entering School." Numbers were examined—mainly by questioning them—as to their feelings and fancies, ideas of right and wrong, memories, and so forth. This is a broad field, and the method, an excellent one, has been taken up and carried on by Professor Earl Barnes, of the Leland Stanford Jr. University. He has proposed to teachers and parents definite lines for questions, with the purpose of tabulating the results later.

The fourth and last has been called the "Worcester method," because first used in the normal school here. Its evolution has been ascribed to Professor Russell himself; but he proved that to President Hall its suggestion is really due, by reading from a letter written to him in 1884 by Dr. Hall. It has been in operation about ten years and is simple beyond belief. Yet the observer *must* see its simplicity and come *down* to it. This is a method of wide observation rather than investigation. It declines all problems; it apparently leads nowhere. In the phrase of another, "It works directly for the sake of the observer, indirectly for the child, incidentally for science." It is not for the purpose of teaching mental science, but it is for the purpose of teaching humility and sympathy. It transforms the observer and inoculates him with a blessed virus; never again can he regard children as he did before he began this study.

It has some further advantages over other methods. For one thing, it has the widest possible scope, and is therefore most nearly equal to the magnitude of the end in view. The observer takes an attitude of expectancy. His mind is not focused, and needs no lens save that of his own general attention. It is consequently the method most likely to open new lines of study, to lead to new tracts of investigation. It is also capable of enlisting the largest number of observers, for the main needs are veracity and accuracy. Their faces, too, are turned to every quarter of the field; they are in a circle facing out, rather than in the formal ranks of science. The early criticism of this method—that it led nowhere—has given place to great enthusiasm in its favor. The observer must be drawn into the field, not sent, and then this enthusiasm develops joyfully in the student as "he cuts loose from the civilization of psychology and launches into the wilds of child study."

Again, because of the simplicity of means this method is calculated to awaken the sympathy of the observer. When

thus beginning child study, "you will be on a way you cannot lose, and will have a trifle for a load." Nor does it exclude or interfere with any other method. It has no scientific pretensions to support, therefore the scientific people will none of it. The results on the observer are most important. Said one, "I began to feel differently toward children;" another said, "I began to know more about children, their moods and motives."

One of the first principles underlying fruitful and effective work in child study has been shown to be the necessity for an entire absence of any prepossession. Parents and teachers because of their office make the worst observers; in commercial phrase, they "own stock" in the children. But after conversion they make the best observers. They must be born again into disinterestedness; must in a certain sense sell out their stock and buy "preferred stock"; must fall in love with the child as he *is*, not as he is *not*. This is not accomplished by any laying on of hands or by any ceremonial. One needs but to bathe in childhood, to enter its atmosphere, simply to begin at once to observe and to record facts. The work itself does it.

This illustration of the danger of prepossession was given: In the kindergarten connected with the normal school some investigations were recently made as to the consciousness of sex among little children. While these were in progress, an eminent principal from another normal school came to Worcester, and in conversation concerning this bit of research work, promptly remarked: "You find they do have an idea of sex, don't you?" To this Principal Russell replied, "That's what we're trying to find out." A few weeks later came another eminent normal school principal to Worcester. The same topic came up in the course of conversation, and the visitor, with equal decision, remarked, "You find they have no idea of sex, don't you?" And again the reply was, "That's what we're trying to find out."

A second principle is found in this suggestion: look primarily for behavior, for activities rather than for words, in children. What they do, rather than what they say, is of value, for the child's actions are the surest index of his real nature. Further, aim at the substance of the real things done. The question for the observer is, What did you see this little child do? "Smart sayings" are the parasites of child study; they follow it like flies, and are about as valuable.

A third and very important necessity is to avoid the awakening of self-consciousness. Child study would be a menace to the well being of the childhood of the community if it had such a tendency. Cease at once, the moment the child shows the slightest symptom of self-consciousness,* which is subtle and instant in its effect. Questioning, too, is most perilous, unless of the most incidental character. It cannot reach him at any angle which will not arouse self-consciousness. The moment he prepares to answer, that moment his answer ceases to have any value; becomes, indeed, worse than useless.

An assertion is often more effective, also, in bringing out as a reply another assertion, than a question alone, as witness the report of a little dialogue between the speaker and a small boy on his way to school. "Are you going to school?" No answer from the child. "I go to that school; that's my school. Are you going there?" "No, I go to Thomas street," answers the child. Confronting him with a question pointblank, frequently produces silence only.

People who pride themselves on their *finesse* in managing children make poor observers. Whenever we depart from perfect frankness and perfect truthfulness we have taken the wrong road. The obliquities, the evasions of parents which they think necessary with their children, are as transparent to the little folks themselves as window glass.

In the fourth place, avoid inferences and postpone generalizations. These ought to come much later; better still would it be to allow another, an expert psychologist if possible, to infer and to generalize. Wait for the facts to ripen, to assume the proper proportions. We are too eager to fit together our facts and our theories. The way in which Huber gained his wonderful knowledge of bees well illustrates the advantages of coöperation. With a faithful servant always at hand, his blindness proved no obstacle. So in this work, there should be one to do the seeing and another to do the thinking, and so to utilize the results of sight,—an admirable arrangement. Young observers especially are apt to be too eager; they reverse the order, generalizing first and observing later.

In the fifth and last place, record everything—especially the things not worth recording! Make the records immediately, and make them systematically. Disdain nothing as

* In an article in the *Pedagogical Seminary*, Vol. II., No. 3, Principal Russell thus speaks of the way his students observe: "The observer learned to efface himself and conceal his purpose, to keep notebook and pencil out of sight and feign preoccupation, watching the child, as it were, out of the side of the eye."

too trivial, for that is an impertinence. The seemingly insignificant and trivial fact often turns out to be priceless; the reverse is often equally true. Therefore use no discrimination whatever as to the value of a fact.

The system of recording in use at the normal school requires blank forms of six colors. On white blanks are recorded original observations, those made by the writer, and on pink ones, "hearsay" observations, those reported by the observer to the recorder; the latter class must come from an observer of clear sight and known veracity, and nothing farther away than this one remove is admitted. Yellow blanks are for reminiscences, the recalled events of the recorder's childhood, which must be both accurate and capable of proof. These are perhaps the most valuable and the truest. They bring out some curious things; for one, that there is nothing like a little child for keeping a secret.

On green blanks are recorded points concerning the literature and stories which children enjoy, including, also, songs and melodies, and anything in general literature relating to them. The chocolate-colored forms are used for continuous records, the observer undertaking to watch the child observed, for one hour or one day or even a longer time. The child must be, of course, entirely unconscious of such observation. The aim is to get at links of association, and so discover the reasons for his going from one thing to another. The records on blue sheets are those of exceptional children, usually defectives, or at least decidedly peculiar.

In addition to these, little memorandum books are used for the observation and record of children's vocabularies, their words and sentences, especially their first. Dr. Frederick Tracy, in the *American Journal of Psychology*, Vol. VI, No. 1, gives an excellent collection of vocabularies, with most interesting deductions, which seem to fit rather exactly with the observations of Professor Barnes, and demonstrate these among other things,—that children observe what things can do and what can be done with them, rather than their qualities. Three small boys stood gazing at a squid in the glass tank of a fishmonger's window. In stopping to look also, Professor Russell accidentally touched one of the youngsters, who responded instantly with the query, "What can he do, Mister?"—a bit of actual proof as to the truth of Professor Barnes' and Dr. Tracy's deductions. Another conclusion is that the number of verbs and

adverbs in an infant's vocabulary increases faster than the number of nouns and adjectives, because the former are of vital importance in conveying ideas of both activity and manner of activity. Could two hundred vocabularies be obtained and thoroughly sifted and studied, it is likely that some general truths would emerge which would be of value in primers and in early language work with children.

At this point Professor Russell showed a small but most interesting collection of children's playthings, all of their own handiwork and obtained either by gift, sale, or otherwise from the little makers. Among them were two doll's hats, a tiny double-runner, a little banjo, a tape measure four feet long and made of bits of cloth sewed together and laboriously marked off, a most primitive violin and bow, a tiny acorn pipe, a wee model of a boat, first gleefully displayed by the childish owner to grown-up eyes with these words: "See my boat! I made it all myself!"

In closing his last lecture, Professor Russell spoke briefly of the kindergarten at the normal school, or the children's class, as he prefers to call it. Twenty-eight children of three or four years attend it, fourteen of each sex. At its head is an experienced kindergartner, one who is enthusiastic in following out the plan under which it was inaugurated. Its aim is to allow the children to react spontaneously and not in response to any suggestions from their elders; and as many records as possible are made concerning them, in little books kept for each individual—one, two, or three volumes, according as the activities of the child require, or the interest of the teacher is excited. Their drawings on the blackboard are copied, sometimes photographed, and the things they make, with the pictures they cut out, are all kept, accompanied by succinct records. If possible to obtain it, a collection of photographs of the children would be a valuable addition.

HOW KINDERGARTEN TRAINING DEVELOPS THE STUDENT.

IDA F. FOX.

WE have all read of what the kindergarten does for the little ones who are gathered under the warming influence of Froebel's genius; let us see what the study of Froebel and his kindergarten system does for the student in the training school. A young girl fresh from her school life, loving children and desirous of placing herself in a position to earn her living if need be, decides that the kindergarten shall become the field of her work. She may not exactly know what it means to be a kindergartner; no, we will say that she does *not* know what it means, for no young girl could anticipate the depth of the work. She may have visited a kindergarten and then chosen the work, a certain feeling of the beauty of motherhood having been stirred within her.

She enters the training school with earnestness and sincerity. Her first day there is apt to dispel many cherished illusions. Many of her kindergarten friends have told her the course is difficult; she imagines that they must have been slightly dull, for it is impossible that it should be difficult to learn how to weave mats or sew beautiful birds, etc. But on this first day she is not asked to display her knowledge of sewing and weaving; she is asked to answer some simple little question in psychology, that she used to know when she was at school, but which, in her overwhelming astonishment at finding that anything so deep as psychology enters into the teaching of babes, she is incapable of answering. At this moment her self-satisfaction leaves her, never to return; for there never yet was a self-satisfied kindergartner. The older students look askance at the newcomer. They know how she feels, but are unable to express their sympathy. It is the exception that a student does not learn to understand her fellow students, and soon a fellowship in hard work is established. Another revelation comes to our friend on this first day of her training. The training teacher cheerfully proposes a game, and all are requested to join in forming a ring. Then comes the moment when the new-

comer wishes that she had never heard of a kindergarten. It seems to her that all eyes are fixed upon her; that she cannot move. However, all passes off successfully; no comments are made upon her awkwardness, and she goes home thinking that "things are seldom what they seem."

The intellectual training gained by a young woman in a year's course of kindergarten work is such that no girl can afford to be without it. Even university graduates are improved intellectually by such a course. A girl, or a woman—as she should be when she begins the training, for the mind of a young girl cannot grasp the deep significance of the work—reads books which would not be brought to her notice by any other course of study. Froebel's "*Education of Man*," in connection with a thorough study of his *Mother-Play Book*, is an education in itself. The poetic language, though not always correct English, the abstract reasoning, the depth of thought, which go to make up these two books, cannot fail to strengthen the intellect of the reader, and in the study of these books one finds the art of studying, and becomes a thorough student. I feel that I may thank Froebel and his "*Education of Man*" for all the future knowledge I may gain, all the gems which I may store up in my mind in the years to come. Before studying that book I was only a superficial reader, reading much, it is true, but not retaining that which I read; now I am able to search out the thought of a book and make it my own. I do not think that I am an exceptional case. Again, the study of the history of education enlarges the student's mental horizon as well as deepens her respect for her work, bringing before her, as it does, the fact that this subject of the education of children has occupied the minds of the greatest thinkers for hundreds of years and that Froebel's method was not the inspiration of the moment, such as might come to anyone, but the results of the best thoughts of men for years before him, which he had made his own, which knowledge, united with his genius, has given us the kindergarten. In like manner each of the books which she studies during the course of training leads her into new channels of thought, which, however, are all connected. Miss Marwedel's "*Conscious Motherhood*" makes the idea of a mother's duty to her child even before birth, sacred in the reader's mind; Rousseau, in his "*Emile*," gives her other thoughts in this same line; Herbert Spencer, in his "*Education*," leads her on, giving new ideas; but throughout all these books she feels that the same love of

humanity incited each author to his or her work. Besides the new thoughts given by this reading, the memory is strengthened, and—if the expression may be used,—*order* is brought into her thinking. Where before beginning the course, the student had much knowledge, so promiscuously placed as to be practically useless, now there are certain points on vital subjects which are so accurately placed as to be ready at a moment's call. The student finds during her reading many references and suggestions which open before her a course of study to be pursued in the future. This may be carried out or not; but even in the latter case the inspiration for future work will have been of benefit to her.

Besides the reading which she does, the student engages in occupation work during her training. By this work she is developed in many respects as a child is. She receives excellent manual training, and at the end of a year she finds that she is doing many things with her hands which would have seemed impossible to her at its beginning. In working with the gifts her creative faculties are certainly developed. The first time a pupil in the training school sits down before the eight cubes of the Third Gift, and knows that on the morrow she is expected to present a sequence of forms made from this limited material, each form to be connected with each other by a story—besides which each form must grow from the preceding one—she is plunged into despair, and she declares that she will never be able to do it. She makes several forms and gives them names, but notwithstanding this they still remain, in her mind, eight cubes. On the next day she bravely gives these forms to the children, and to her surprise, a new light breaks upon her geometric struggles. She begins to think that perhaps all she lacks is imagination; and by the end of the year, when she can create the forms for a whole week's work, which shall have the same thought running through them—when she not only does this, but really enjoys the doing of it—it is very certain that her creative faculty as well as her imagination has advanced; and if no advance in any other direction were made during the year, this would be of value to her for all time to come. She has learned one way of making much from little. Froebel thoroughly understood this pleasure, as we find by his motto to the mother, in the song of the "Charcoal Burner," where he says:

How from a little much may grow,
How difficulties are laid low—
From this thou canst a lesson give.

And for this very reason he seeks to develop the creative instinct in the child and student, that in the future life these difficulties *may* be laid low. And inasmuch as the gift work helps the child to develop creativity, it does the same for the student. In pursuing the course of study necessary to become a kindergartner, the student is also obliged to write papers upon various topics, and as a result of this, she finds herself at the end of the year able to express her thoughts clearly and intelligently. Physically she gains grace of movement and health of body by means of the exercises, plays, and games in daily use.

During the year a variety of subjects are brought before the student. She comes in contact with the principles of æsthetics, gains ideas of free-hand drawing, learns the simplest and most interesting way of pursuing her studies in science, gains some knowledge of music, etc.—all of these studies being directly connected with her work, but all studied in such a manner that if at the end of the year she does not care to teach, she has formed an idea of other occupations which she may enjoy; and she is capable of judging better what she is really fitted for in life. She has an objective point in all her work, which increases her power of judgment and discrimination.

During her year's work she has been assisting in one of the kindergartens connected with the training school. Here the true spirit of the work is given to her. One might study kindergarten theories for a lifetime without being able to grasp the true spirit of the kindergarten, unless some time had been spent in the midst of the work with the children. It seems very easy to a superficial observer, this assisting in a kindergarten; but it is far from what it appears. It is the study of the child, a book more difficult to read than the most complex psychology. The assistant is governed by the superior knowledge of her principal. She may feel that this principal, even though of larger experience, is not doing the best that she might do for the children; but she must keep her peace, and subordinate her own budding opinions. In the second place, the student must overcome her self-consciousness. This is easily done when no one but the principal and children are present; but the moment a visitor enters the room, the assistant, if in the ring, suddenly becomes conscious that she is not a little child, but a big, awkward woman going through peculiar and strange actions. It is hard to overcome this self-consciousness, but it must be done if the assistant is to do

good work. The children respond to her only when she forgets her entire self. When a woman has gained this absolute unconsciousness of self, she has gained great wisdom.

Again, a woman who is teaching in a kindergarten will certainly gain in tact. There are always little things which must be adjusted,—little quarrels, harmless in themselves, but which if not handled in the right manner will lead to ill feeling among the children; bad habits in the little ones which must be stopped, but to which attention must not be called. The assistant may rely upon her principal for many things, but these cases must be dealt with personally and instantaneously. In the process of this dealing, the student frequently gains more than the child.

A student is developed during her term of assisting in a kindergarten, in that she must overcome all *overniceness*. There are practical things to be done in the kindergarten, as in the home, and which usually fall to the lot of the assistant. Hands and faces must be washed, and untidy children must be gently cared for. This has seemed hard to the student; a feeling may arise that this was not to be included in the training; but after it has been done once or twice, she finds that it is one of the most blessed and important parts of the work, and is also knowledge after its own kind. Habits of cheerfulness are engendered in the student at this time, for she soon finds that if she brings a long face to her work the latter is made twice as hard; for the children feel the disheartening influence of her frowns or sighs, and are more unruly than usual. Above all, the student who is assisting learns lessons of that divine attribute, patience.

The student who at the end of the training year thoughtfully looks back to that which she was at its beginning, finds that she has gained in the following directions: her intellect has been wonderfully strengthened; her literary horizon has widened; she is ill content to spend the precious hours in light reading, but finds much of interest in all books and stories which give a fresh view of humanity; her powers of observation are wonderfully developed; no day passed in the woods or on the seashore can be utterly fruitless; her creative faculties are awakened; she has stored up in her memory countless gems of song; she is able to converse on many subjects foreign to the prevalent gossip; she can enter a room and engage in amusing the little ones of the family, bringing sunshine upon a rainy day, in utter unconsciousness of self. She no longer feels that the eyes of

the world are upon her every action, but is ready to allow her conscience to decide what is best when she finds one of God's little ones in trouble. She has gained tact, cheerfulness, and patience, and above all, she feels that even if her work is not to be in the kindergarten, she will be a better, truer woman in consequence of her study. She will go forth to the duties of motherhood understanding them better, seeing where error is apt to creep into her management, and being in heartfelt sympathy with the fact that children as well as parents have rights, and that these must be respected.

INDIAN SUMMER.

ROSE HARTWICK THORPE.

Our queen is disrobing for slumber;
She bids us "good night" ere she goes.
Her garments of scarlet and umber
She drops at the feet of the rose.
She is fair as the day of her coming,
As fervid as midsummer noon;
Her breeze, like the sound of bees humming,
Is warm as the sweet breath of June.
Her brooks have grown shallow and lazy,
Her late summer blooms have expired,
The blue of her sky has grown hazy;
For summer is sleepy and tired.

THE GERMAN FROEBEL UNION.

AMALIE HOFER.

THE National Association of German Kindergarten Workers met for a three days' convention during the month of July, this year, in the south of Germany. The plan of the association is to alternate its places of meeting between the north and south, which is most advisable, since the peoples of these extremes are as two different races. The north has its barren stretches, its historic battle fields, its intellectual cities, its royal and governmental seat at Berlin. The south has its mountains and vineyards, its romantic as well as historic landmarks, and a people whose temperament, like the winning dialect, is expressive of impulse and fantasy. Hamburg has a beauty of her own as well as Strassburg; but the people of the two cities scarcely understand each other's version of the mother tongue.

The Froebel Association held its meeting this year at Speier, an hour's ride from castle-famed *alt* Heidelberg. Speier on the Rhine is a small city famed for its historic struggles, traces of which are turned up by every plowshare, in the form of Roman coins, pottery, and bronzes. A museum has been provided by the citizens, in which these relics of buried centuries find their places, duly dated and labeled. Then there is a huge Roman arch which spans the streets of the now quiet and peaceful city, while an ancient cathedral records in crumbling walls the reciprocal bullets of French and German foes. In this retired city, where long tales of ancient history are the stories in the nursery, one feels as everywhere else, that the entire continent is history concrete, the object lessons being set by the way, where every man may read.

The citizens of Speier considered it a distinct privilege to entertain the seventy delegates representing the progressive educational element of Germany, and speaking for some twenty leading cities of the *Vaterland*. Austria joined hands through the presence of several prominent educators, and the international spirit was further voiced through the warm welcome given American guests. The hearty greetings interchanged during the social gatherings which

brought the convention so close to the citizens and friends of Speier acting as royal hosts, infused the entire session with a cordiality and warmth never to be forgotten. However far apart Berlin, Wien, Friesland, and München are in their geography, they were come together in one place for a common purpose—a worthy purpose, which obliterated many of those other differences, which distance and ignorance of personality are prone to permit.

A small exhibit of work illustrating the special features of certain cities was found highly interesting, and caused the informal discussion of many important technical points. Many of the delegates present gave personal reminiscences of Froebel, of Middendorf, of the living work and efforts of the early pioneers, as well as of the educational changes in Europe. The comments and reminiscences of *Pfarrer* Bähring, who was one of the first child pupils of Froebel, and whose father paid the tuition in garden stuff, were highly entertaining. Dr. Pappenheim, the presiding officer of the union, added much interesting *data* concerning the life and work of Froebel, while Fr. E. Heerwart told of Middendorf and his sound influence on the students in the early days of the training work. The banquet at which were gathered the members of the convention called forth many eloquent toasts, covering the range of patriotism for Emperor, native land, the children of the state, the ideals and aspirations of every earnest worker for school reform. The richness of expression peculiar to the German language permitted of a grace and eloquence in the toasts, which summoned poetry, sentiment, and historic allusions to their aid.

The regular business of the convention was opened with the reading of the report of the president, which recorded eleven city associations as active members of the union; of increased interest and support on the part of the government toward the work of these associations; also increased recognition on the part of educators for the pedagogical claims of the kindergarten movement; that the number of kindergartens was speedily increasing in both Germany and Austria—especially in the latter country. This report was followed by the discussion of the chief subject before the convention,—that of the proper training of kindergartners. Frau Clara Strich, of Weimar, deplored that there was so much diversity in the standards and methods of training; also the indifference extended those who are professionally trained. She also deplored the fact that sixteen-year-old

girls who were received into the training were given such studies as anatomy instead of nature study; pedagogy; literature, etc., instead of being taught the first rudiments of the visible world. She said: "The future kindergartner must above all else be taught how to seize upon the spirit (*Geist*) of the Froebel educational method." This discussion was carried on for several hours, and ended in the unanimous desire that a regular committee be appointed to arrange a unified program for use in each of the German kindergarten *Seminar* represented in the union. This was done, the acting board of management being given this task, with six months' time for the necessary correspondence and investigation to complete the work.

At the second general session of the convention a highly valuable report of the kindergartens of the city of Bruenn was presented by Herr Director Fritsch, of that city. Bruenn has seventeen public kindergartens, supported by the state and governed by privately appointed superintendents. During the past year nineteen hundred children between the ages of three and six have been cared for, many of them being clothed and fed under the advice of the kindergarten committee. The matters of sanitation are especially considered in these schools, each being provided with bathing appointments. The purity of the German language is insisted upon, as Bruenn is filled with foreign and dialect-speaking people, owing to its geographical location. A very close relationship exists between the kindergartens and homes of the children. Many practical illustrations were cited by Herr Fritsch. The training of kindergartners is classified into two distinct departments; the kindergartners of I and II rank according to the capacity of students to become either professional kindergartners or family helpers and assistants.

Herr Director Fritsch also read a most forceful paper on How to cultivate the sense of pure tone and develop the voice of the child. He urged that mothers should encourage song in the child by correct singing to and with the child; that this was by far more important than all other later pedagogical efforts in music. By hearing gentle, soft music the child is induced to imitate the same; and only as his own delight leads him on, should he be taught songs with words. Few so-called German songs—even *Volkslieder*—were fit for children's voices, and the songs for two voices were to be discouraged for little children who cannot carry one voice clearly. The sense of hearing was constantly

sacrificed to the development of the sense of sight. Children should be encouraged to listen to sounds in nature, such as wind, rushing water, birds' notes, even the approach of wheels or sound of horses' hoofs, etc. Herr Fritsch illustrated his paper with charts of written music showing the relation between rhythm in tone and rhythm in words.

President Pappenheim gave an eloquent comparative sketch of the lives and works of Comenius and Froebel, which aroused deep feeling on the part of the entire audience. His closing word to all colaborers in the educational work was an appeal for more light and love, more wisdom and impersonal sacrifice.

The gentlemen by no means controlled the platform, as is customary in German educational gatherings. An excellent paper on the Story and Myth was read by one of the North German ladies, and another, on the Importance of Color Study, by Frl. Heerwart. Both of these papers were sincere and full of broad pedagogical arguments. Frl. Heerwart is a stately lady whose presence in the gathering could always be determined by a glance over the audience, for her height was far above the average. This lady has done some interesting work for the technical side of kindergarten history, in preserving the various series of hand work as originally presented by Froebel, with his reasons and arguments for the same.

One of the most impressive incidents of the entire congress was the social gathering in one of the city club rooms, where *die Freunde der Erziehung* were most cordially entertained by the citizens. Informal toasts were interspersed with music, both orchestral and vocal, the latter being often a spontaneous and united chorus expressing the overflow of feeling on the part of all present. The national choral was most stirring, when the good will and gratitude of the entire company was involuntarily expressed therein. On the evening in mind the young men and women organized a play circle in the midst of the social gathering, and soon the members who during the day had so seriously discussed the rights and provinces of play and freedom, were all joined in the old familiar games, closing the midnight hour with what is known as Froebel's favorite play of the endless chain. The circle was merged again into the larger company, and all parted with the cordial *Aufwiederschen*.

The convention left Speier in a body, to be entertained by the Froebel Union of Heidelberg, in which city they spent a day seeing the schools, the kindergarten, the old

university, and the castle, escorted by a committee of citizens. The sentiment of the gathering during the days at Speier as well as Heidelberg can be expressed in no better words than those sung with such fervor by every member of the association:

Ihr, auf diesem Stern die besten,
Menschen all 'im Ost und Westen,
Wie im Süden und in Nord!
Wahrheit suchen, Tugend üben,
Gott und Menschen herzlich lieben
Das sei unser Losungswort.



THE FIRST SCHOOL YEAR.

KATHERINE BEEBE.

II.

Gifts, Occupations, and Materials.—That kindergarten material can be and ought to be used in our primary schools is now an accepted fact. Teachers believe in it, and would be glad to avail themselves of it, but, with the best intentions in the world, find themselves at a loss as to *how* to use it. They not only lack special kindergarten training, but they also lack the time during school hours to use the material in any way except for busy work.

There is much of the higher gift work that kindergarten children seldom get, for the reason that they are removed in the earliest possible moment to the schoolroom. Could they find this work there it would be of great advantage to them; but in writing for the average schoolteacher, her lack of technical training in the use of these gifts must be constantly kept in mind.

The Third, Fourth, Fifth, and Sixth Gifts are building blocks, cubes divided into small cubes, oblong and triangular blocks. They are capable of an infinite variety of transformations, and can be made to express a child's thought in many ways. They gratify the innate love of building, afford scope for creative activity, and present concrete number to the learner in a manner that enlists his attention and good will. To get the best good from these gifts in school it is necessary that the teacher be with her children. Blocks are too noisy for busy work, and a child left alone with them soon meets his limitations, unless he has had good kindergarten training. To the primary teacher their best value would be found in their use for number lessons and as an aid to the related number work, of which she hears so much in these latter days.

You know, O teacher, that the love and interest of the child must be with you if you are to be a real teacher to him; you know that he loves to build, to make, and to do; you know that your work must be related work and your thought connected thought. You are required to teach your pupil the combinations in ten or twenty, and you wish this work to be related to the underlying thought of the

day, whatever it may be. Froebel has put his gifts into your hands as a means to this very end. To use these means wisely and well you must study them yourself and find out something of what can be done with them.

Take the building blocks at your command, and with a thought in your mind, seek to give it expression by means of any one or more of the gifts. Find out for yourself how much of number and of form is in the structure you have reared, and then study how to give it to the children. Let them learn it unconsciously if possible, taught by their interest in what they are doing, or lead them to see it directly if necessary. The former method will require more skill and be more efficacious; if you use the latter you will doubtless have to tell Johnny to "pay attention" more than once.

In the kindergarten the children use the building blocks in various ways. They build in sequence and by dictation, they invent on given lines, they build freely in working out a thought, story, or experience; they even play with the blocks unrestricted at times; but in school the number of children, their distance from the teacher, and the unavoidable noise make it hard for the teacher to allow much liberty in this direction. With a class gathered about a table, or even in their seats, a dictation lesson is easily managed, the thought happily expressed, and an opportunity for invention given by many a teacher who believes that Froebel's means are adapted to primary school ends.

The thought which a teacher wishes to express, the number and form involved, must be clear in her own mind if good results are to be obtained from the children. What *she* sees in the blocks *she* can lead *them* to see, and they will lead her to see with their eyes too, if she is willing to be led into the child's mind.

Published works on kindergarten material will be of help to her suggestively, but I have faith to believe that a clear thought in her own mind, and a conscientious desire to express that thought in building blocks, will be productive of suggestions more perfectly adapted to her peculiar circumstances than any form she could possibly copy from any book whatever. Should she avail herself of any and every opportunity of instruction that offers, draw upon her own originality, and get help from the children themselves on occasion, she would find Froebel's building gifts one of her best aids in teaching number.

These building gifts, as I have said, are the Third,

Fourth, Fifth, and Sixth. The First and Second belong to the home and the kindergarten, and will be frequently reviewed in the drawing lessons.

The Seventh Gift is the tablet, square and triangular. In these the thoughtful teacher can find infinite lessons in number and form. With them surfaces are represented, and geometrical forms produced in great variety. They can be used, while expressing thought, not only for number work, but for drawing lessons and busy work.

The child can so easily represent a simple surface that whatever he makes with tablets can be easily reproduced on slate, paper, or blackboard. It would be well in this connection, perhaps, for the teacher to get an idea of the possibilities of the Seventh Gift by studying some such book as "The Kindergarten Guide," by Maria Kraus-Boelte. With its suggestions and her own resources she can invent many lessons and problems for her children which they can work out by themselves.

The Eighth Gift is the connected slat. Its use would depend entirely on the individual teacher. If after carefully examining it she could find through it the expression of any thought which she wished to find a lodgment in her children's minds, it would be well to provide herself with it. She will seldom find it in any store of material in either school or kindergarten.

The Ninth Gift, the disconnected slat, is capable of much in the way of representing outlines; but the Tenth Gift, or small sticks of different lengths, is perhaps better adapted for this purpose in the schoolroom. Number lessons in plenty are to be found in the outline reproduction of a story or an experience. Children can work alone with the sticks on certain lines, or with any degree of freedom at their desks. For number work, for busy work, for reproduction and expression, the sticks are invaluable in a primary room, especially in the beginning months.

The Eleventh Gift, the steel rings in wholes, halves, and quarters, is more expensive and less adapted to school use. Ideas of curved surfaces, however, can be worked out with them better than with anything else.

The Twelfth Gift, seeds or lentils, used to illustrate the point, are familiar objects in every schoolroom. In fact, they are used so much that in many schools they have become meaningless. Because they are well adapted to the busy-work period, they are used for copying until the child is too tired of them to do anything with them worth doing.

Unless a vitalizing thought lies in the child's mind which he can give expression to with the lentils, they amount to but little; but with the right motive power the seeds can be of great service.

And now as to the occupations. It will not be necessary in this connection to make any argument for manual training. We all believe that hand work of some kind should be a part of every school day, and primary teachers are looking hopefully toward the kindergarten occupations. Each one of these is capable of so much expansion and amplification that any teacher at all familiar with them could give her children lessons in sloyd, manual training, hand work, or whatever she chose to call it, with most excellent results, had she time to work with them personally; but the larger part of her day she has a group or class about her to whom she is giving special instruction, while the other two-thirds are in their seats, supposedly at work. What she demands from kindergarten material is its adaptation to the necessary periods of busy work, and, be it understood, such busy work as is purposeful and developing.

With a little direction children of six years of age can be left to themselves, with pricking. For many reasons this school of work is better adapted to the school than the kindergarten. The children are older and better able to do fine finger work, and the light, coming uniformly over the left shoulder, is better than in most kindergartens. A teacher can easily familiarize herself with the school of pricking and adapt it to her own peculiar uses. None of these occupations, in this day of "unification of studies," can be used rightly if unrelated and isolated.

The picture-sewing cards, sold by dealers or drawn by the teacher, are a source of hand training and much pleasure to the children. They can be easily selected or invented along the thought line of the week or month by a teacher who is willing to assume the responsibility of needles and thread.

The kindergarten school sewing—lines, angles, curves, and their combinations—could not well be given in a primary room without an assistant, as, owing to absences, anything like class work is impossible and much individual direction necessary. The same objection applies to the weaving, unless the children have come from a kindergarten. Given as special lessons by the teacher herself, both of these occupations have much development in them; but I am trying to discuss the subject from the "busy-work" point of view.

Children will always work quietly and happily with the clay, whose possibilities are too well known in the schoolroom to need further mention, as is the case with drawing, painting, and color work.

With pease and sticks many a thought may be made objective by little fingers, and paper and scissors never fail to give delight. Paste and paper can do wonders of expression with very little direction.

All these materials are most plastic in the hands of a teacher who has thoughts to express by means of them, and who realizes how necessary it is that her children should constantly express the impressions made, by making and building as well as by writing and speaking.

Folding lessons are valuable for teaching number and form, and after enough direct lessons from the teacher the child develops a power of invention which makes a four-inch folding paper sufficient for many minutes of concentrated attention and skillful hand work.

A course of instruction in the use of gifts and occupations would reveal to the teacher many of their possibilities, and her own imagination would suggest endless new ones. Realizing that there is no inherent virtue or mystic power in these simple materials, and using them always to help the child to expression, self-revelation, and self-knowledge, she can make them a power in her schoolroom if she will. She should, if possible, supply herself with building blocks, Hailman beads, tablets, sticks, rings, seeds, pricking and sewing cards, pease and sticks, paste, paper, and scissors, as well as sand, clay, crayon, and paints; or as many of these materials as she can get, and will have intelligent use for. Let the necessity call for the material, rather than the material create a necessity, for work that may be pretty, but of no educational value.

QUALITY, NOT QUANTITY, IN LEARNING.

THE Inadequacy of the Transmission of Learning" is the significant title of the opening article of the September *Education*. In this article Professor Henry L. Clapp, of Boston, makes a clear discrimination between traditional learning and vital knowledge. We reprint the following strong statements from the same, for these are marks of the educational renaissance which is surely upon us. Henry Lincoln Clapp writes:

Whatever monotony, stagnation, and misapplication of energy have obtained in our educational systems, beginning with the primary school and ending with the universities, may be charged to the almost universal belief in the transmission of learning as the supreme art of education. . . . For centuries instruction has been considered almost synonymous with education. Cramming has been rooted in it. . . . Happily, however, there are not a few educators who think that their supreme art is to develop native germs of talent and genius, while at the same time such an amount of learning as pupils can really assimilate and make use of is transmitted. . . . Universities, like books, are repositories of learning, and the educational capital of society may be lodged in them; but something else is necessary to educational progress. . . . When I took the regular course in Harvard College, there seemed to be not the slightest consideration of what was most suitable for me. A curriculum of learning had been transmitted, and I was run through it, hoping to come out liberally educated at last. Such was not the case. The curriculum hardly touched my best powers, which lay in quite a different direction, and at the end of nearly a decade came out in spite of the curriculum. Such cases of arrested development are still common. . . . It takes most college graduates about ten years, on the average, to shake off this traditional training enough to enable them to assert their own individualities and begin their proper work in the world. They are so weighted with other people's thoughts that their own have but little place to work. . . . A young man whose individuality, originality, and native powers generally, have had proper opportunities for development, is not going to be extinguished by

examinations, which are trifling obstacles. The lack of a university education itself is not an insuperable obstacle to a liberal education in the case of young men otherwise favorably conditioned. Professor Wesley Mills says we develop in spite of bad methods. The boy develops out of school, if not in it. The great mass are educated by their work and other associations that make up their everyday life. Some of the best educated people have never been inside of a school. . . . It should be the supreme art of the university to further such conditions of learning, to train young men to make the best application of traditional learning as they go along, and to give them the widest opportunities for the development of their individual and original powers. . . . In effect, the transmission of learning is much like the transmission of property. A young man who never earned a dollar does not know how to use properly the thousands or millions of dollars that may have fallen into his lap at the age of twenty-one. He has receptivity and passivity, but discriminating benevolence and activity in actually earning money are wanting, and must be learned late, if at all. So the young man who is given every opportunity to appropriate all stores of learning has neither time nor disposition to make any stores by his own thought and work. The power of original research has not been developed. He is all the time getting ready to develop his powers of investigation, but seldom really gets ready, because he is content with investigating what others have done. That so many young men now should spend from ten to fifteen of the most impressionable years of their lives on the mere symbols of knowledge, or in gaining second-hand knowledge, is reason enough that graduates of high-grade technical schools sooner attain to positions of eminence and influence. At all events, no one would ever think of applying to them the term "educated fools." . . . Many of the most eminent university professors have admitted the inadequacy of the systems of education prevailing now; and the university itself is involved. President Eliot has indicated wherein our systems of education have failed, and the general recognition of such failure and the attempt to remedy it has resulted in the rise of technical, industrial, and manual training schools, nature study, experimental science, as a requisite for admission to college, the elective system, the complete change in the methods of teaching, and the incorporation of the kindergarten spirit all along the line.

EDITORIAL NOTES.

"How is it that your American teachers are able to travel so much?" This question has been asked by many astonished Europeans during the past summer. Nor is it strange that they should experience such surprise, since a large proportion of the summer tourists who spend their money viewing the marvels of continental scenery and art is made up of the American teacher. A certain vessel which left the Glasgow harbor last August, bound for New York city, registered some three hundred school men and women among her six hundred saloon passengers. These teachers and professors of education were not to be distinguished from other tourists, except in the satisfaction with which they reviewed the season of study and travel abroad, and by the collections of books and photographs which revealed the fact that they were secured for a definite purpose. One Western normal school teacher brought home a very large collection of photographs covering the history, art, and architecture of the old world, carefully selected for school uses, and with the definite purpose of sharing them with her student teachers. A Wellesley College professor was found making a limited selection of six choice photographs of celebrated paintings for each of her students. Others brought back treasures for their home and school libraries, and all were full of earnest conversation and freshened, broadened views of the questions of the day. As one sat half dreaming on the deck, the usual procession of passengers moving back and forth, one heard snatches of conversations touching on all sides of the educational movement, or discussing the rights and claims of modern religion, ethics, and science. The German university was represented by seven American students, returning after several years of foreign life and study, to various distinct fields of labor. Music and art students compared American and European methods and conditions, and the tendency of all was toward socialistic investigations. The latter is becoming daily more candidly recognized as the chief function and work of the educator. Life for life's sake, humanity for humanity's sake, is to be substituted in place of learning for learning's sake and culture for self's sake.

How is it that the American teacher travels, studies during vacation time, patronizes summer schools, and seeks to improve himself at his own expense? Chiefly because he aspires to being called higher each year, in order to either

enjoy a larger salary or a broader influence. He has the advantage over the European teacher in that he is honored as a social factor, is fairly paid, and lives in a country where there is demand for original push and effort. The humblest primary teacher is expected by the community to take an interest and a pride in her work, and this quite apart from the matter of salary. The teacher's profession has come to stand for a legitimate and worthy calling, success in which is a sufficient ambition for the most energetic and progressive human being. The teacher is looked upon as one of the most potent factors in the march of democracy. It is no longer a reflection on the person in question to have it said, "She is a schoolma'am."

Every teacher who honors her work will be honored in it; every schoolmaster who makes himself proficient, through a live interest in his pupils as well as his methods, is more to be desired in a community than the man with many millions. The school man or woman who realizes himself or herself privileged in daily work and hourly opportunity is a source and means of inspiration to every student or citizen who comes that way. The teacher who is watching the exigencies of the day, with the purpose of doing his part in mediating between the growing youth and the matured world, is one of the strongest elements in progression. Man's daily work is the substance which composes his life. When a teacher looks upon his daily work as a paltry thing, because of the ideals and dreams of his intellect, he is violating and losing his very life. The work by which people *earn* the means which shall enable them to carry out fond dreams is not to be despised, even though it is done because of necessity rather than choice. Experience, and a capacity to apply the same, is a far more reliable investment of capital than bank stocks or real estate. The broadly experienced teacher can command opportunities as well as salaries. The artist who works many years at a picture without hope of wage or appreciation is yet making an investment of his talent, which at some future day brings both pleasure and dividends to that great inseparable stock company—humanity.

THE October number of the KINDERGARTEN MAGAZINE aims to discuss the educational materials peculiar to the kindergarten. In order that this be done pedagogically, the use of the materials must be presented relative to the purpose and scope of the teacher. Scarcely a day passes by that some primary teacher does not write to the Kindergar-

ten Literature Company asking for a list of kindergarten materials and how to use them. Frequently comes such a request from a well-meaning woman who is desirous of opening a kindergarten in her neighborhood: "I am about to open a kindergarten. Kindly send me the gifts and occupations, and any suggestions for using the same. Would you advise me to begin with the weaving or the sticks?" These questions force us again and again to make the following declaration: The bright balls and building block, nor even the mat weaving or laying of sticks, constitute the kindergarten, nor do the gesture songs or the squared tables or red chairs comprise the Froebellian system. But the proper growth and development of the child, and a sympathetic study of the same, are the first requisites essential to the use of the so-called gifts and occupations. The latter have no mysterious charm by which they lure the unruly or entice the unrestrained activity into productive power. This mistaken view of the so-called kindergarten system is one of the dangers which at present beset the movement. There is no short road to the knowledge of child nature, and no book can reveal to the teacher what only the daily contact with and service for little children can teach. Elaborate lists and descriptions of supplies by return mail can never qualify a woman to open a "true kindergarten next Monday."

THE article in this number describing how the kindergarten method and material were utilized in the Rice school of Boston, making a sound transition from the kindergarten to the primary work, is written by Miss Waterman, who has conducted the kindergarten in the above school, in coöperation with the normal work being done by Miss Laura Fisher. Miss Waterman is now in St. Louis.

Kindergartners can help the movement directly by securing as many subscriptions as possible to the KINDERGARTEN MAGAZINE. The price of one dollar and fifty cents pays for the printing and publishing of same, and every number has at least one article which will be of immediate help to each reader. The November number will come full of the nature and science work appropriate to the season, as well as fresh suggestions for the Thanksgiving work. Every school needs this magazine, and wants it. Tell her about it, and call her attention to the series of articles, "The First School Year," which give the daily experiences of one of the most progressive primary-grade teachers in the Western states, Miss Katherine Beebe.

EVERYDAY PRACTICE DEPARTMENT.

THOUGHTS ON COLOR TRAINING.

Ruskin is often quoted as saying that "If you do not use the color instinct to discipline a people, they will inevitably use it to corrupt themselves." Certainly, then, we must begin to ask ourselves some serious questions. How may we use a faculty that seems all pleasure, to discipline and not to enervate? What relation do the little colored papers and tablets bear to the world of real color about us, and how may we use them to discover those laws which are so evidently written within and not without us?

Unless they teach us to understand and to interpret ourselves, surely they miss their highest use. We do well to emphasize the utilitarian and commercial side of color training, for it is a very obvious one, and is the outward expression of that law of service which we cannot escape if we would. But no one who has ever tried to teach color has been able to do it from that standpoint alone. Unconsciously we link the abstract color with flower, bird, or other living thing; and where we fall short, the child's eager, open imagination is quick to absorb its legitimate food.

Indeed, all education is alive with the new responsibility which is upon it of enriching the inner mind, of developing freedom, choice, spontaneity, originality, without also despoiling the outer of its rights. Old, formal, and inadequate methods are beginning to feel the breath of the new life. What matter if recent discoveries in science have shaken our faith in the old order of primaries, secondaries, and tertiaries? New departures in education have shed the light of their experience upon this branch also. We have paused to consider, and in the silence we hear the voice of the little child crooning to himself in untranslatable delight.

"The solitude of childhood," says Charles Lamb, "is not so much the mother of thought, as it is the feeder of love and silence and admiration." These, then, are the basic elements, the broad and deep foundations, of that subtle something we call "taste." The unconscious assimilations of color impressions, going on through all these early years, are the real meat and drink of the color instinct. What does our baby think and feel, we ask ourselves, about those

glowing globes in the druggist's window that he passes? about teacher's pretty new dress, the bright-colored sticks or tablets he uses in school, or his own red-bound book or slate? What part does color play in the influence upon him of that great bunch of yellow daisies that lights up a corner of the room? the rainbow you called his attention to? or the "world of dandelions" that in a single night have changed the face of nature for him? For a child's perceptions are alive, and, like other living things, grow by what they feed on. The technical knowledge is so small as hardly to count; it is a hunger for the color itself, its poetry and mystery. Its steadfastness of quality steadies his emotions; its indefiniteness, its variety, its individuality, appeal to his growing personality.

We know that the great danger of all technical training is its tendency to check growth. We are told that ancient Egypt, wise in the wisdom of the serpent, ruling the very hearts of men by her crafty laws, long hoarded among her priestly secrets the proper place and meaning of every brilliant color in her repertory. And the most skillful artist was he who by the fullest application of those laws could at once veil yet express them. Yet how little personal appreciation of their quality he had, the crudeness of his effects declares. To us, color has not a formal, but a vital relationship. We do not need to be told that there is in it meaning, character, individuality. Athena's robe of "thunderous purple," Beatrice's "garment of living flame," reveal the insight in which poet and child are one. You cannot read those same qualities of flame into the steadfast, unemotional green, no matter how brilliant, nor the strength or passion of crimson into the quiet purity of the blue sky. It is as necessary to the balance of our emotions that the lavish sky should be the color it is, as that nature should spread but temperately before us her more exciting vivid hues. Color stands to us, universal as it is, for the universal human element of sympathy appealing for recognition and striving to minister. It speaks to us in great perceptive language; either for good or evil we must hear it.

For standards in color we have not far to go. Pure colors—those in which the elements are so mixed that they are no longer twain, but one—affect most deeply and vitally. They are the colors of battles, of victory, of all experience. On them our eyes rest, and in them we have a secret involuntary delight. We must not despise this love of pure color, but acknowledge and respond to it; for out

of it all real refinements in color are afterwards to come. The sunbeam, revealing in the solar spectrum its inner heart of fire, points the way to the color standard, the unity in variety that we seek. How the children's eyes fasten upon it! The Greeks called the sky "blue fire," although scarlet was to them light, and blue darkness. Here is fire of all colors, yet the child also makes the same broad distinction. Though he may choose blue or violet in preference to red or yellow, ask him to lay the colors on his desk according to their relationships, and you will see with which end of the rainbow he has the most sympathetic acquaintance. I cannot but think that the putting of red and green together as "alike," is simply an earlier stage of development, when the child relates the colors to himself rather than to each other. All at once it comes to him what you want, and after that there are no mistakes. I have watched also the same process among the greens and violets; though slower, it is not the less sure. For if blue be darkness, yet how exquisitely is it blended with light to make violet; and in the flush of the soft violet there is a hint of that pure and perfect red that, unseen, both begins and ends our bow of promise. The child learns to know and love these less ardent colors just as well in their way, through familiarity with them. If he classes blue and green together as one color at first, a question, a hint—"Look again, dear"—and he begins to distinguish, and, with delight, to grow.

Let us, then, be careful to teach color not so much by name as through quality; not so much in its classifications and differences, as in its likenesses and harmonies. The child who can see the "inner connection" between colors—as of

Red flaming into yellow,
Yellow passing into green—

that is, their subtle family likenesses, as it were—is far more intimately acquainted with them than he who has been taught to look for differences only. And is it not "inner connection," says Froebel, that he is ever unconsciously seeking, that gives sympathy and communion?

Color in art, in literature, in life itself, must be its own interpreter. Words are inadequate, as the rarity, even in poetry, of satisfactory color pictures silently attests. No, we must learn its own language, or we are shut out from its communion. And we need not be discouraged if the results are for a time not measurable. They must surely flower

some time—perhaps all the more beautifully because of their long period of growth and wise nurturing in the deep, impossibly heart of the child.—*Lucy S. Silke.*

FREE-HAND CUTTING WITH THE SCISSORS.

In the library of the Children's Building at the World's Fair were hung several framed pictures which were made with neither pencil nor brush. They were the original work of an energetic boy of ten years, whose genius demanded a sturdier instrument than either of these. His mother's scissors had early attracted his attention, and by continued and repeated effort he developed the art of picture making with these tools. He was not satisfied with merely cutting pictures of still life, but he must tell a story about things. One of these pictures told the story of the fairies coming at midnight to dance among the flowers. The boy took a large sheet of white glazed paper, cutting into it a design which expressed his mental picture of the dancing fairies and the swaying, growing, blooming plant life. The action and character of the entire scene was unmistakably the result of creative power. The boy dared to work out the fancy of fairy tale with the scissors, and succeeded in producing a beautiful picture. The delicate white tracery was laid over a scarlet background which threw into relief every tiny petal and every graceful outline of the dancing figures. A lady interested in the natural development of her own children was attracted by this picture, and made a sketch of it, which appeared in the *Child-Garden* for July, on page 228, accompanied with the story which her children read from the original cutting. This original boy wrote the lines of a patriotic hymn in the same manner with his clever scissors, accompanying the lettered words with suggestive illustrations. The word "light" was not only traced in delicate letters cut into the paper, but each letter was illuminated with realistic designs. Over the entire word hung a sun, with its rays reaching to each letter. The initial letters of each line were decorated in such a way as to indicate the meaning of the entire line. No description of the work can do it justice, as there was a delicacy and grace, as well as strength and beauty in it, which commanded admiration.

While studying out the meaning of the stars, banners, and other symbolic designs, I overheard this conversation, on the part of two spectators just back of me. One said,

"Here is that wonderful scissors work by which the ten-year-old artist has made himself famous on common paper." "Is it kindergarten work?" "Oh no! It is made by an older child, and is much too difficult. This boy is a genius. He sits down anywhere and cuts out elaborate pictures, scarcely ever making a mistake. He knows just what he wants to make, then cuts directly into the paper."

The so-called free-hand cutting which is encouraged by many mothers and kindergartners has its excuse for being, in the child's necessity to put his inner pictures out into existence in one or another form. These pictures are never isolated things existing apart from a story. They must have a place in the world activity. Froebel suggested the cutting of figures which should take the place of the puppet in the play, and from this he developed a school of mathematical and geometric design, which is today recognized everywhere as kindergarten work. The boy whose illustrations attracted many people to the Children's Building of the Exposition followed the same law of evolution, and schooled his random cutting into definite and artistic channels. Every kindergarten child feels a new power when given paper and scissors and a definite object to produce. The youngest children attempt making horses that run, birds that fly, and windmills that turn. The activity of the thing must not be divorced from it, if it is to call forth creative effort on the part of the child. I believe some original kindergartner could create a so-called school of paper cutting which would illustrate all the common movements in nature, not confining the scope of designs to plane geometry alone.—S. S.

THE SCIENTIFIC USE OF KINDERGARTEN MATERIALS IN THE
PRIMARY SCHOOL.

"The unification of that which is isolated and separate, by attention to the uniting spirit that lives in all diversity and isolation, is what makes the school;" and Froebel says that "the essential business of the school is to emphasize the ever-living unity that is in all things;" not alone the acquiring of knowledge, but the development of rounded character. The teacher must view education as a whole. If the child is to feel the unity and coherence of education, it is necessary that his teachers shall know the principles and methods which have developed him, that they may continue with the same and help him to achieve his highest possibili-

ties in each stage. The kindergartner should know for what she is preparing him, and the others should know the experiences that he has had and the work to follow, that the connection may be unbroken.

In the kindergarten the child acquires an alphabet of material, a vocabulary of qualities. The primary teacher who knows this can apply it to his new work. It is easier for him to learn writing, when he knows from analysis of a letter that some lines are straight and connected by curves; here he applies his knowledge of qualities, also a help in the formation of figures.

Transition work was recently attempted in Boston with children seven years old, who had been in kindergarten a year and had used the gifts on the productive side. The primary course of study included reading, writing, number, drawing, music, language, and physical culture. To fulfill the requirements of continuity, something familiar formed a bridge to the new, and material for the creative work was given while the pupil was mastering the mechanism of reading, writing, and free-hand drawing.

The number of lessons in reading was limited to two or three a day, giving time in each session for an exercise with gifts,—from the Fourth to the Eighth,—science, and modeling. The gifts were considered in their distinctive qualities of form and number. In the Fifth Gift they abstracted the qualities of the cube and illustrated them in other objects, care being taken to express each statement in a complete sentence. For example, "My cube has plane faces; the desk has plane faces;" or for contrast, "The door knob and inkstand have not plane faces." Each division of the cube was followed by the statement of what had been done; as, "I have divided my cube into three equal parts." Whenever the number was one which they knew how to represent by a figure, a child made it on the blackboard, so forming the connection between the concrete things and the signs which represent them. In every lesson to be given, the teacher bears in mind that the discovery is the valuable thing,—the self-activity of the child. Afterwards he may be helped to formulate it in the best way. The thought is to be evolved from the child, not thrust upon him. His habits of viewing things from many standpoints, of comparison and judgment, are exercised as in the kindergarten. Having found that each small cube was one inch long, one inch broad, and one inch thick, so contained one cubic inch of wood, they found the cubic contents of each form they made. This

implied adding the half and quarter cubes to the whole cubes, an exercise which they greatly enjoyed, also making whole cubes from a given number of halves or quarters. As each half cube and quarter cube is a triangular prism, each was asked to make them of different sizes and tell the cubic contents. He would thus describe the form: "I have made a triangular prism with six and one-quarter cubes, or twenty and one-quarter cubes." By gradual steps he learned the essential attributes of a form, so that in reply to the question, "Why is it a triangular prism?" he answered: "It is a triangular prism because it has two faces the shape of a triangle, which are equal, parallel, and opposite." The discovery of the different sizes was followed by all developing the series from the smallest to the largest prism, showing the gradation of size with the same form. The same method was used in developing square prisms and so-called "forms of knowledge," in which transitions were made from one mathematical form to another. If one in describing his form omitted a necessary attribute, some child would say: "John did not say that the faces were equal, or parallel."

The connection was made to the Sixth Gift by comparison with the Fifth Gift as wholes and in their parts. The analysis of material gave excellent practice in the use of the singular and plural form. For example: A brick is on my desk; a brick and a tablet are on my desk; a brick, a tablet, and a square prism are on my desk. This is a tablet and that is a tablet; these are tablets and those are bricks; here is a tablet and there is a prism. They discover that two tablets make a cube of the Fifth Gift. Dimension of the parts is developed from this. For example: "My tablet is 1 inch long, 1 inch broad, $\frac{1}{2}$ inch thick; my brick is 2 inches long, 1 inch broad, $\frac{1}{2}$ inch thick; my prism is 2 inches long, $\frac{1}{2}$ inch broad, $\frac{1}{2}$ inch thick." They were encouraged to draw on the blackboard, faces of the blocks or of any forms made. By means of comparison with the Fifth Gift the cubic contents of each was found. Each child was allowed to come forward and show the blocks which were the same size but had a different form. The cube of the Fifth Gift equaled the brick, and the half cube equaled the tablet, etc.

Different forms were made and described in this way: "I have laid a floor 6 inches long, 3 inches wide, and $\frac{1}{2}$ an inch thick, with 18 cubic inches of wood;" or, "I have built the front of a house 5 inches long, 3 inches high, and $\frac{1}{2}$ an inch thick, with 6 cubic inches of wood. It has one

square window and one oblong door." Inclosure of space was possible with this material, so they were able to inclose the polygons they had made with the planes and sticks, thus getting the same experience deepened with other material.

The Seventh Gift gave the right isosceles triangle. This was regarded as a surface or plane, and any confusion in regard to triangle and triangular prism was obviated by showing the triangle to be one face, the prism the whole solid form. With this gift they made series of squares and triangles and polygons, telling *why* they knew each form. With repeated forms they made borders, mosaics, and symmetrical forms. These forms gave much practice in counting by twos, fours, and rows of triangles and squares. For example: My oblong is five inches long and three inches wide, and has ten squares in each row. Thirty counted by tens. Figures represented the numbers.

Passing to the line in the sticks they named the different straight lines and their combinations which they found in the room, named and illustrated in the gifts and other objects. For example: "Show me with your sticks the kind of an angle on the face of a cube; on your triangles." The relation of parallel lines and surfaces was thoroughly illustrated. Borders and mosaics are made from the simple repeated element and the principle of their formation. So being asked how to make a border, they reply: "We make the same figures many times, and join them into a long row. We join the rows to make the mosaic." A rosette may be repeated in different directions to make a symmetrical design. In all the forms there are constant opportunities for applying number. For example: "I have made a pentagon and an oblong on each side. There are two long sticks in one oblong." Ten counted by twos. There are four right angles in one oblong; how many are there in two? in five? Count by fours. Having led the class with a given number of sticks through a sequence of transitions back to the original figure, they see the connection between them, and the process of their development; then they are asked to make an original sequence showing the same process, and may have sticks to make each figure, and see the whole sequence before them. This tests the consciousness of the laws by which the child has been working with the material for self-expression. In each of the gifts he is given frequent opportunity for free invention; also for separating the whole form made into parts. The elements are the

forms made before, but now seen in different size and proportion. With the divided cube the child begins to transform and create; while by the repeated reconstruction of the original form the relation of parts to a whole is kept in view. Through this the idea of organic unity is developed, and it becomes the regulator of his instinctive activity. This will lead to the grasping of logical relations in the world of thought.

With the more advanced classes fractional division of the cube gives an immense insight into the relation of parts to a whole. Always in the concrete they find thirds, ninths, twenty-sevenths, fourths, and twelfths, and by counting the material (twenty-seven cubes in each case) they can readily tell one-ninth or nine-ninths of twenty-seven, etc., and each step may be accompanied with written statement.

In drawing the Prang system was used, with a set of models for each, for which they were so well prepared by their study of form and qualities in their previous work. The lessons on color were also a part of this course, and consisted in naming, illustrating a color, producing its shades and tints with water colors, and arrangement of wools according to the standard color and its shades and tints; also primary and secondary colors. The spectrum was shown by means of a prism, then slips of paper arranged according to the order of the colors; and each child pasted them to represent the spectrum. In connection with this they were told stories about the rainbow; of Iris, whose garments were like the rainbow, and who used it as a bridge to carry the commands of Jupiter to mortals; or the legend of the rainbow from "Hiawatha." With scissors they cut out the forms pressed upon paper with their models, and pasted those or parquetry material in borders or designs. Much free designing was encouraged here while they were acquiring arm movements and pencil holding preparatory to drawing; also some simple water coloring.

One class tried to paint the simple leaf, flower, or fruit, examined in the science lessons. The children were asked to bring pictures connecting with their reading or other studies, and at times were allowed to cut these out and classify them according to flowers, fruits, or animals, and paste them in scrapbooks. They were also encouraged to draw the faces of solids and groups of objects, as well as the forms and figures in gift and object lessons. When able to write a little story, they were allowed to illustrate with drawings.

In the modeling each child had a model, and not only expressed his conception of the object in clay, but by comparison found *why* it was imperfect. He had not made a cube, because its faces were *not* square nor its edges equal. Here was the best test of knowledge,—production. Greater accuracy and better workmanship was exacted than in the kindergarten. The plan used was to model the type form, objects based upon it, invention limited to the type, free invention; also impressions of solids, reproductions from memory or objects, repetitions of forms into borders or rosettes. In the season for the leaves, flowers, and fruit they were encouraged to bring them and copy, using a pedestal for mounting. In an extended course, crystal, plant, and animal forms should be made. The lessons were connected with science, and forms copied from nature were used to decorate forms made. Clay modeling, owing to its plastic nature, affords the widest scope for the creative activity. The objects brought to illustrate lessons of all kinds were collected into a museum. "Stones, shells, blocks, colors, insects, flowers, leaves, seeds, cocoons, were included, and formed material for language work, and opened their eyes to all in their surroundings."

The lessons in reading began in the observation of an object or picture. The word representing it was placed upon the blackboard, and afterwards a simple sentence to express a thought. After the words were identified and all could read at sight, a word was pronounced slowly to give the sounds. They were asked to think of some other words that had the same sound. Through chart and primer the work was sight reading and phonetic, each sound represented by its character. In the first reader the sound-character was identified with the letter, and led to spelling. At the seats the child had a box of inch tablets; on each was printed a letter; with these they reproduced the word, sentence, or lesson. Also cards were used on which the words were printed. These they could arrange to form different sentences and use creatively. The words—and later, the sentences and lesson—were produced in script; supplementary reading from books with the same vocabulary, and as they advanced the "Nature Readers," fables, and folk stories, were used after the first year.

In language lessons Bright's methods were used as a basis for correct expression. The natural objects in the museum collections were used and studied. "There is no salient quality or attribute of material things which is not

thrown into light by contrasts in the kindergarten (and continued in the primary), and consequently sharply defined and grasped by the mind. Here are the analogies made between the material and spiritual worlds, and the mark of the true educator is the connection made between the things of sense and the things of thought." Froebel tells us that the most thorough insight into language is gained by connecting words with real ideas of objects and things.

A few of Froebel's lessons, beginning with the most immediate surroundings, and extending to the street, city, country, plants, animals, and institutions of society, have proved helpful in discriminating between essential qualities and parts of wholes, and the unnecessary. His divided cube has helped the child to this discrimination. One lesson a week was given to a fairy tale or mythical story—"Puss in Boots," "The Six Swans," "Cinderella," and stories adapted from the myths—Hawthorne's Wonder Book and M. E. Burt's adaptations being used.

Froebel urges teachers to take excursions with the children as they have done in the kindergarten. Now they should go to see the features of the country,—the land, hills, and low places, how and where water runs, representing in sand what they have seen. They see pictures of places and learn geography as they have other things, in its *relation* to places, plants, animals, and people. Anniversaries and national festivals give opportunities for cultivating patriotism. Singing national songs and hearing of the deeds of great and good men, begin history and create a need for it.

The Thanksgiving festival should be accompanied by the story of Bacchus, Ceres, and Proserpina, as well as by the story of its origin and meaning to us.

We know that in thus awakening their minds to all about them in relationships, we are preparing them for the special studies to follow; as the first faint impression is deepened by the following definite study.

Poems relating to the family, and to deepen the relation developed in the family songs, and to nature, are to be learned. The morning hymn and the Christmas story are to be included. Thus the development of the child is continued in his threefold relationship to nature, man, and God.

Froebel tells us that there is no study which so unites the teacher and pupil as a thoughtful, reverent study of natural objects. As each season has its particular phases,

notice the changes taking place; what animals, insects, and plants are doing. Have caterpillars to feed, and observe the spinning of the cocoon, and watch for the butterfly to emerge in the spring. Also watch spiders work under glass, and tell the story of Robert Bruce and the myth of Arachne. In the spring notice the germination of seed, the unfolding of buds, and with the flowers tell of Narcissus and Anemone; in winter, in connection with the winds, frost, and snow, the frost myths and Odysseus. Examination of trilobites and other petrifications, and coal, will lead to learning something about our world long ago, and what changes have taken place, and will create a desire to collect and name the most common stones. An idea of how soil is formed is gained from shaking stones in a bottle of water, and seeing the soil as sediment. In connection tell of the earth myths.

In the fall or spring a course of lessons adapted from Professor Howe's "Life of the Morning-glory" was given. It began with examination of the seed; planting and watching the development of each part; its name and uses, and seeing the whole process of its life through its development to the production of seed. By comparing different conditions, those most favorable were found; every step was proved by experiment, thus introducing the germs of physics and chemistry, in evaporation, use of distilled water, and the effect of bad air on lime water. At the last, seeds soaked in water till soft were opened, and the "baby plant" found within with jelly for food till its roots and leaves were able to work for it. Other seeds were planted, and the difference of form, number of parts, and growth noticed. These lessons were supplemented by the study of the shapes of some leaves and flowers; collections of these were made and hung in the room, also pictures. A chart giving a specimen of every part of one tree and its uses has proved interesting. These lessons not only connect with the modeling, but with language; and through them an effort was made to develop the sympathetic and reverent feeling for nature.

Various experiences were given in concrete numbers, attained by means of objects and the association of each number with some form. Each number to ten was carefully illustrated. Three balls, a clover leaf, or triangle, associated with the figure 3; five fingers, a flower with five petals, the pentagon, with 5; finding groups of ones, twos, etc., to ten, with blocks, sticks, objects, and represented by pictures

and figures; writing numbers, and giving tens and units, and Roman letters. An interest was deepened in making these by stories of the ancient people who first used them.

They were asked to give original number stories about the combinations they had made.

In singing, the staff represented a ladder on whose rounds they sang up and down as they had counted forward and back with objects. It was easy to get the different intervals also. They understood whole, half, quarter notes, measures and beats, by the analogy to the divided cube. Besides miscellaneous songs, those appropriate to nature, anniversaries, national and family songs, trades, and morning hymns were sung. They passed from the representative gesture in the games to exercises in physical culture.

As we wish to develop certain ideas in the child, we put that into his environment which will develop those latent ideas. In the kindergarten those pictures and objects are put into the room which shall represent his experiences through the year and stimulate his activities. The same thing should be done as he advances to each higher plane. He leaves kindergarten material behind him, but he needs other concrete work to help by the same methods. Before he can understand "dry measure" he must have the experience of measuring pints, pecks, and bushels of sand or nuts. He needs to *use* the liquid measure. He must measure a floor for carpet, or a wall for its cubic contents. In the kindergarten the experience is given, then the child is asked to tell what he has learned through that experience; to *illustrate* it in other things, thus leading to definition of things through the qualities in which they differ from each other. The same methods hold good in the school, and development of new work must still move "from the known to the unknown, from the simple to the complex, from the concrete to the abstract, from the particular to the general, and from the general to the particular." He leaves kindergarten material, but he still needs clay modeling, drawing, and maybe other manual work, by means of which he may exercise his creative activity and keep up the due proportion between learning and production.

Froebel says that the child is not ready for school till seven years of age. If, therefore, children enter the kindergarten at the age of three or four years, it is urged that they remain for two years, and if they then enter school they shall have kindergarten material, as illustrated above, for creative work.—*Mary Waterman.*

GIFT AND OCCUPATION: SOME QUESTIONS.

What is your favorite occupation material in the kindergarten, and why? Do you enjoy presenting a lesson with the gifts more or less than with the occupations?

In how far should the gift lesson be reproduced in the hand work of the kindergarten? Should the children follow the same schools of occupation work which the kindergartner is given in her training school?

If a child dislikes a certain occupation above all others, what is the reason? It is said "All children like the sewing." If this is true, why is it? What natural objects or home materials could be satisfactorily used in place of the so-called educational materials?

If you were placed where you could not secure the usual material for stick laying, what could be used as a substitute? Is it necessary to have four-inch square papers for folding and cutting?

Is it wise to have many different objects and masses of materials in the schoolroom or in the cupboards?

Should children be encouraged to find their own materials for building, sewing, playing at housekeeping, etc.?

What should be the rule by which the teacher discriminates between the many things brought in by the children, in order to select those of most value to all?

Illustrate clearly the difference between an object lesson, an observation lesson, and learning through doing. What is the difference in the effect upon the child? Which of these three forms of gaining knowledge is most abstract?

Why are the kindergarten building gifts more valuable than the customary nursery building blocks? Do the former mean more than the latter to a normal child as playthings?

Why are not these gifts used as successfully in the home as in the kindergarten? Should the kindergarten program be made with reference to the children, or the materials? Which is more important, a knowledge of child nature or a knowledge of educational supplies?

What is the chief difference between a gift lesson and an occupation lesson? How much of the play spirit should color these?

If you were a child which would you prefer—to have every step and movement of your work dictated to you, or to be filled full of a happy and sound idea, then encouraged to express the same?

When you visit a kindergarten as a spectator, which phase of the work interests you most? Do you find help in watching how others present the gifts to the children?

WHAT CONSTITUTES A SUCCESSFUL GIFT LESSON.

"What is our object in presenting the gifts to the child?"

"To develop the threefold nature of the child," is the answer which unconsciously rises to our lips; but its triteness would forbid its utterance.

The gift lesson should appeal to the senses of the child. He should not simply see the gift, but should touch it as well as hear sounds made by striking it against other objects, in order that his perceptions of the gift may be clear. Then, hiding the gift for a moment, test his memory as well as his ability to form a concept of it; also ask him to compare it with other gifts. At this stage of the lesson, the child may wish to play with the material before him. Of course he should play, and by playing, learn. The question arises: Shall the child play with this gift according to his own "sweet will," with perhaps a few suggestions from the kindergartner, or shall he play, building at his teacher's dictation? I feel convinced, from my experience with little children, that they need both these methods. Did not Froebel employ both? However, each kindergartner must weigh the relative values of the two methods, and decide which shall be more prominent in her teaching.

For years past a rule has held among kindergartners which admitted of teaching by dictation. Even those who were required by their training teachers to invent with the gifts, expected almost no creative work of the children. But of late the pendulum has swung to the other side. Without waiting for the due process of time, the hand of the kindergarten clock has been moved forward to an hour for which we are unprepared.

The kindergartner who confidently trusts the child's ability to suggest and lead, may say to her class as they sit around their little table for the gift lesson, "Now, we have been talking and singing about the birds; would you not like to make a bird—perhaps with the sticks and lentils (giving out this material)? How shall we make it? With what part of the bird shall we commence?" Unless the children are unusually well balanced, unless their teacher possess the maximum amount of executive ability, tact, patience, alertness, and perseverance, before she is aware of it the children will be making men, trees, fish, or houses, the likeness of which was never seen "in the heavens above, the earth beneath, or the waters under the earth." Now he names it an elephant, and the next moment an engine, and

at last produces something for which he has no name. Count that training which does not strengthen a child to will in a definite direction, a failure. Lead the little ones to choose the best, and abide by their decisions, if you wish them to be free moral agents with sufficient stamina and will to carry them through the temptations of life.

The kindergartner who emphasizes the inventive spirit will arouse the children's imagination and creative activity; but the imagination is more active in the average child than any other faculty, and so needs less stimulation. We have overlooked attention and concentration of thought, than which there is nothing more important to consider. Get a child's attention, or you can accomplish nothing, is a maxim as old as it is true. The ability of the kindergartner to gain the attention of her children will depend largely upon her personal understanding of child nature, and consequent tact in introducing the gift. Having once secured that attention, she will be able to hold and concentrate it, not merely by suggestion, but by dictation exercise as well.

The argument must be met that the concentration of thought and accuracy of movement required to follow the teacher's directions, is too great a strain upon the child. Far be it from any kindergartner to impose long-sustained mental effort upon any child. However, are we expecting too much of the average child when we ask him to follow clearly stated directions for ten minutes? Children should not be required to continue this longer than that time under ordinary circumstances. Such effort is a healthy stimulus to the mind rather than an injury. The gift lesson which requires the minimum of concentration is far from successful; for every gift lesson should contribute its quota toward furnishing the mind of the future citizen, and no mental furnishing is so invaluable to men and women in all vocations as concentration. Just as the graceful vine needs a support to which all its tendrils may cling, and without which it attains not the strength and beauty for which it was created, so the mental faculties of the child should be gently and lovingly drawn and held together, that they may grow symmetrically into their full perfection.

Do not understand me to disparage invention, for we remember that Froebel laid great stress upon it. I favor the dictation because it develops the child more effectively, and in our public kindergartens better qualifies him for the primary school. I should let the dictation precede the free play, with few exceptions. If I were to occupy thirty min-

utes with, for instance, the third gift, I should spend five minutes in taking out the gift and talking about it, ten minutes in dictation, ten minutes in invention, and the remaining five minutes in putting it away.

Each kindergartner has her favorite notion of carrying the thought of the morning talk through the day, both in work and play. This plan for the gift lessons is commendable, because it brings the ideas to the child's mind with great impressiveness; but it is difficult to make such lessons progressive, for the thought of today's morning talk may be easier for the child to work out than that of yesterday, and it may seem impossible to have it otherwise. Less effort is required on the part of the kindergartner to suggest to the children how they may work out their talk with the gift, than to invent a sequence. Consequently some may be tempted to rely upon life forms invented by other kindergartners,—perhaps published in manuals. But the live kindergartner will spare no pains to arrange her morning talks and consequent gift lessons in orderly progression and continuity, and to adapt them to the environment of children in her particular kindergarten. In order rightly to continue the thought of the morning, it is often necessary to employ several gifts at one time, thus confusing the child. Group work is beneficial in showing the relationship of the gifts after they have been separately studied, and also in making some objects requiring more than a single gift, but should not be used in every lesson.

The following little dictation lesson might be given with the Third Gift, the two upper right cubes having been removed and replaced by two half cubes and four quarter cubes from the Fifth Gift. (The children thus acquire skill in handling the parts of the difficult Fifth Gift, and are ready to use it in its entirety.) Each child is supplied with the Third Gift arranged as above, the boxes being removed. "Have we ever seen this before? Look closely, and tell me if they look just as they did last week. What has happened to them? Yes, two of them are broken or cut. Let us take out those cut cubes. (Where the class is large it is well for the kindergartner to do whatever the children are doing.) How are they cut? What part of the cube is each of these pieces? Yes, let us call them half cubes; but are there not smaller pieces? How are they made? Yes, by cutting the half cubes in two. How many quarters make a half cube? a whole cube? Now, let us put all the half and quarter cubes back in their places. What did we sing about

this morning, and what are we going to play later on the circle? Yes, the lambs. (Here is the Meadow—finger play by Emilie Poullson.) Would you like to play that the cubes are the lambs? Let us place the two upper left cubes down on the table three squares to the left, leaving them in the same position, and call them the gate opening into the meadow where the lambs are at play. How many lambs does our song tell us were playing in the meadow? Count and see if there are enough of the remaining cubes, with the halves and quarters, for the ten lambs. Do you suppose they were all the same size? Shall we play that the half cubes are half grown, and the quarter cubes are the baby lambs? Let them run around in the meadow. What do we sing about next? the measures in which the farmer carries the lambs' food? Put four cubes together to form a large square 'measure,' and two half cubes for a small square measure; also four quarter cubes for another small square measure. Which measure shall we use for corn meal? which for salt? Now we will make the lambkins' big water-trough. Place the two back cubes of the large measure at the left of the two front cubes, touching, so that we shall have a horizontal row of four cubes. Place the left cube of these four beside the two cubes which form the gate, and place the three in a row in front of the other cubes, one square away. This makes two horizontal rows. How many cubes in each row? how many in both? Make two half cubes into a whole one, and place at the right of the two rows, with the corners touching; and making the quarter cubes into a cube, place them at the left. What did the lambs drink from their trough? What more does the song tell us about? The rack from which they eat hay. Shall we make that? Take away the half and quarter cubes. Push the front part of the trough until it touches the back part. Take away the two right cubes, and place one at the middle of the right side of the four remaining cubes, and the other at the middle of the left side. Place a half cube on top of each of the side cubes, with the long face slanting in toward the center, and the right angle touching the cube below it. Place two quarter cubes on top of the two front cubes, with the long face slanting in toward the center, and the right angles touching the cubes below. Place two quarter cubes on top of the back cubes in a similar position. Where shall we put the hay in this rack? During what season do the lambs eat hay? What other objects in the song? The scissors, the barn, etc. I'll give you sticks and rings to

help with the scissors. Before making these things shall we sing all the song of the Lambs?"

This is the meadow where all the long day
Ten little frolicsome lambs are at play.
These are the measures the good farmer brings
Salt in, or corn meal and other good things.
This is the lambkins' own big water-trough;
Drink, little lambkins, and then scamper off.
This is the rack where in winter they feed;
Hay makes a very good dinner, indeed.
These are the shears to shear the old sheep;
Dear little lambkins their soft wool may keep.
Here with its big double doors shut so tight,
This is the barn where they all sleep at night.

— Carrie M. Bantell, Omaha.

[We should be glad to see further discussion on this subject of dictation with the gifts *vs.* invention or free play; also in how far should the observation of such parts as faces, corners, edges, etc., be emphasized over the appearance of the whole?]

THE WEAVING OF THE KINDERGARTEN.

Kate Douglas Wiggin says: "Observation teaches us that the full use of our senses is only acquired by suitable training. How fully this training is effected in the gifts of Froebel, only the initiated can appreciate and understand. Weaving," she continues, "is one of the most beautiful and useful of his occupations; it develops the eye, the hand, and the memory, all affecting the child's after life, be he artist or artisan." The combination of color in this occupation sets it apart from all others, for in no other part of the hand work is combining color an absolute necessity. Mathematically considered, weaving seems one of the most practical means by which to illustrate to children the relationship of number. It is impossible for the child to weave his strip up and down, in and out, without counting, and estimating the effect of two strips or threads up, or three down. Aside from the industry required on the part of the child, the great value of this occupation lies in the originality of design made possible to the worker. Designs for oilcloth, carpets, tiled flooring, inlaid woodwork, curtains, towels, all fabrics, are repeated in the simple weaving mat of the kindergarten, opening the child's eyes to these forms and arrangements of forms all about him.

"Weaving gives the child an understanding of many industries now performed by machinery, and acquaints him with processes now employed in the production of many articles, thereby relating him to much that surrounds him." It is one of the most appreciated occupations in the kindergarten, and weaving time is ever greeted by the children with beaming eyes and words of welcome. Why? Because it is a play work which gratifies his innate longing for knowledge, as each step is a development in form, *color*, and *number*, the manipulation of which is a delight to every child.

Many children in their third year have overcome the difficulties to be met in this occupation, after the preliminary play lessons given with other material. Parents of mothers' classes find it a practical occupation; they see at once its intellectual value and a happy medium for instruction and entertainment for their "overactive" little ones. It is a good plan to commence with the four-by-four mat of broad and narrow strips, using the terms during the first lessons—"over the mother (broad) strip, under the baby (narrow) strip."

Notwithstanding that weaving is one of the most enjoyable occupations, it is the most difficult for the child to grasp as a whole, and requires continued patience on the part of the kindergartner and mother; but when once started and the situation mastered, all goes well ever after.—*Maria Bertrand Gross.*

THE following list of suitable piano music for use in the kindergarten has been selected and recommended by the Chicago Free Kindergarten Association: March Indienne—Scotson Clark; March Militaire—Scotson Clark; Glissade, Op. 33—F. Bold; Hunting Song—Munro; First Heart-beating—Eilenberg; Prospect Galop—T. Whitney Shelley; Warrior's March—T. E. Drake.

For other gymnastic exercises: La Tosca Waltz; Mia Bella—Roeder; Wilhelmina Schottische—Fred Schelling; La Papillon—Hoffman; Gavotte Facile—Hoffman; On the Lake—Synes; Through the Meadows (Polka).

WHY not use the term "the tools of the kindergarten," instead of "gifts and occupations"?

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MOTHERS' DEPARTMENT.

A FEW PLAIN WORDS TO MOTHERS.

(By Emily A. E. Shirreff, president of the London Froebel Society, and one of the pioneers of the kindergarten movement.)

Many have been the attempts of those engaged in kindergarten work to enlist the intelligent interest of parents. For years past, through writings and lectures and personal influence, Froebel teachers have striven to attract the serious attention of those for whose best interests their life labor is given; and still the results are far below what might fairly have been expected. It has seemed, therefore, to the Council of the Froebel Society [London] that the moment has arrived when they should themselves address a few words to mothers, which may come with greater force and reach larger numbers than the individual efforts made hitherto; and for this purpose I, as president of the society, am requested to speak in its name.

What we wish is not only to express our deep regret that we should so often fail to attract the earnest attention and sympathy even of mothers to the real importance of the kindergarten method, but to indicate what seems to us the reason of this strange and painful fact. It is not difficult to excite some kind of interest in the kindergarten itself. The evident enjoyment of the children, the prettiness of the occupations and games, the singing and general animation, delight all visitors; but few look below the surface, or care to inquire what it all means: how that which seems mere play is converted into a serious method of education. The reason is, I fear, to be found in the too-general ignorance of the nature and purpose of education itself.

This lamentable defect in so important a branch of culture may be traced to various sources.

First, to a very crude notion, still only partly exploded, that the mother's natural love for her children carries with it a natural capacity for dealing rightly with their mental and physical health—though, if the latter should be troublesome, it may be well to send for a doctor.

Secondly, to the belief that real education need not be thought of for little children; that so long as they are kept tolerably obedient and good tempered, and can read by six years of age, no more can be required.

Thirdly, that, much as education is talked of now, it is still with the vast number a mere question of books, a routine of instruction to be given over and left, when the right time comes, to schools and governesses, whose work becomes really important when examinations loom in the distance.

When, therefore, I am addressing mothers who are indifferent to the kindergarten, I must begin by asking them one simple question: Do you know what we mean by education? Have you ever attempted any study of it? With your little children clustering round you, have you ever realized that their training, moral and intellectual, is no less inevitably your responsibility than the daily care of their health? Have you considered what it will be to lead them step by step in the course they must follow, to watch and assist the development of mental and bodily faculties, and the formation of character, by which they may become gradually fitted for the work and the duties of life? This, in the briefest words, is the meaning of education, and this the God-given mission of women. Once more, then, I ask, Have you ever given serious thought to what it requires of you? Have you considered its difficulties? Have you formed a scheme for meeting them? Have you consulted the experience of others, and tried to weigh and compare different methods? *Choose between them you must.* That responsibility cannot be shaken off. Where, then, do you seek a guide? We offer to help you; will you accept our help?

I do not say merely, "Come to the kindergarten." I say, Watch the work of the kindergarten. Come, indeed, come often; but between your visits, give a little time to the study of Froebel's principles. The simplest outline will send you back to the practical work with a quite new appreciation of the purpose aimed at, and of the means taken to attain it. Study your children at home; watch the symptoms of mental growth; and come again to see how, under Froebel's guidance, we foster and lead that growth. Ask questions, and they will be gladly answered. Watch, and learn the reason of the teacher's lesson; hear her stories to the children, her questioning, which makes their own minds work. See them attentive, eager, obedient to a rule of love that calls forth reverence. See how, without conning one dull lesson, the young eyes are daily opening to distinguish new aspects in familiar objects, while hands and senses are acquiring power and deftness, and each new

acquisition is giving fresh delight, and fresh ardor to do more.

Such, my friends, is the help we offer you toward solving the difficulties that beset the vast and solemn task laid upon you as educators, which nothing can release you from. These few words will do little more than open your eyes to the importance of the subject; but they will make it clear to you, at least, why we urge you so strongly to prepare for it with study, and so earnestly offer our help. We do not suppose that you can all become expert teachers, any more than you can become expert doctors; for that a more definite training and a far wider experience are necessary than most of you can expect to have. But just as in the preservation of health some small knowledge of the general laws of health is of very great importance, so in the training of your children some knowledge of the meaning of true education, and of the constitution and growth of child nature, seems to us quite indispensable, especially during the early years, when your children are so dependent on you for guidance and help.

And if you learn truly to value the kindergarten method, I can hold out to you this further encouragement: that you will not benefit yourselves alone. In truth, we need your help even as you need ours. To see the kindergarten flourish is our fondest wish; but never will it truly flourish, never show its highest results, till mothers give it their earnest and intelligent support; till the same educational principles that are worked out in the school are accepted in the home, without which agreement the children lack the steady support of harmonious purpose in their lives. At a later period a school may be better or worse than the home, and the boy or girl may realize the difference, and bear it without serious loss; but the little ones are yet too strange to this wonderful world to understand anything. They feel spiritual influences as they feel the sunshine or the cold; but the natural growth and expansion of their being is arrested if, as they pass from kindergarten to home, they pass from one system of management to another; and change becomes moral waste.

One word more in conclusion. You will have seen that I take it for granted that if once you *understand* the kindergarten, you will become disciples of Froebel's; and now I will venture beyond that, and confidently assert my belief that many will become *apostles* of the great reformer, and will help with us in the truly patriotic endeavor to root his

system firmly in this England of ours, which has so long believed that book teaching is education—to root it firmly, and to keep it sound and efficient.

LESSONS FROM THE CHILDREN.

(A kindergartner's afternoon reflections.)

The question that faced Lois Carter, kindergartner, was not "Watchman, what of the night?" but Teacher, what of the year? Her answer came: Bound up in this bundle of the year are my children. They come not from any one street; they are of all sorts and conditions, with the exception of the very wealthy, none of whom have found their way to Dunn Street kindergarten.

What of Edgar? He was found outside the door one September morning, treading under foot the cream puff with which he had been coaxed to kindergarten. He is one of the defiant boys. No one must suspect he cares for anything. When I am on the street and hear an uproarious song behind me, I turn about to find my "don't-care-for-anybody" boy turning away his head. He has made me turn my head, but I am not to suspect he wanted me to. This boy's home is worse than a good, clean jail. He has no mother. His older sister is a clerk in a store. His younger sisters slip over the work in the easiest way, and then are out on the street with hair flying, playing with the girls. Edgar's hands are never clean, except as I help him to clean them. His clothes are always soiled, so that clean hands soon look dingy. His folks calmly neglect him, and then insist that I shall fetch him to time. On first diagnosis I saw that he lacked the sense of rhythm—the shuffling step would not keep time. Now I am finding that it is Edgar's eye that will make another boy of Edgar. Under the dirty clothes there is the lover of order, a lover of beauty; there is the making of an artist. But there are frequent wars in that soul. When one foot thrusts out impatiently and wildly it is the sign that something has gone wrong. Then comes the repeated advice, "Edgar, I would go wash my hands, for of course you can't do good work until they are clean." This remark has often quelled the insurrection, and the sponge has been the flag of truce that brought about a cessation of hostilities. When the sponge fails there is sometimes more serious trouble, only to be pondered over after kindergarten.

One day a picture of a butterfly was erased from the blackboard by Edgar. It appeared from the broken, lisp-

ing, half-understood words of the backward boy, he "didn't like dah buhfly." The color was crude, the space for the day on the blackboard calendar was cramped, the butterfly was not perfect; but the artist of the kindergarten had no idea that Edgar would rise up in indignation and rub it out. It must be looked upon as a sign that he would be satisfied with nothing but perfection. There is no brighter eye than Edgar's when he once gets hold of a new idea; no one cuts a better, more characteristic leaf; no one is so eager to design with rings. These things must be remembered when his street tones sound out harshly, when he makes life a burden to the boy next to him. It is then we must remember how the boy of the smashed-cream-puff memory stood up in the game and said calmly to the children, "Please close your eyes." Look now at his raspberry leaf; think how his eyes were shining when he cut it from the crisp paper, and give thanks for his improvement.

Little Elsie is of French and German parentage—and there is continual war between France and Germany. Elsie knows her own weakness. She knows there are some children near whom she cannot sit. By quiet Julia she always settles down calmly. Elsie was long in getting acquainted with us and the children. One afternoon when alone with me she chattered happily, but ten minutes after she had left the front door, her face appeared at the back door white with passion, and every treasured bit of work she had done in kindergarten was flung into the room, while she shouted: "I'm never coming any more." There had been trouble at home, and the pleasant afternoon was all clouded over. Stringing beads has been the anodyne for this tempestuous little soul. She has turned away from soap bubbles and from the Second Gift, for the *straight* work of stringing beads. This work has strengthened her fingers and made them accurate, so that Elsie's sewing is the best at the table. One day she dropped her card on the floor, and was found in the corner of the closet grieving over her soiled work.

The little lover of beauty and order still has her times of unrest, but in that heart the flowers of peace are surely budding, and her happy face as she sings our sunshine song is a token that the eager little heart is becoming more restful.

There is Dan, who, when he came to us, hooted because he knew no better way, and chewed his old rubbers, that seemed to serve no purpose but to disturb my soul; for

he could never get them off or get them on. Now hooting Dan enters most heartily into our flower game, and yesterday played that he was a violet. As he comes in to visit me afternoons, when I am alone at my work, I hear him talking to himself, pondering, "Was I a bird or was I a sunbeam? This is a bird, and this is a sunbeam." I can see no difference between his bird and his sunbeam, but evidently Dan knows all about it.

There is Lottie (little comfort), who gave her idea of a kindergarten child in this way: "Leah is a Jew; I am no Jew." "Well, what are you, Lottie?" "I am a little kindergarten girl. I can sing to our Father in heaven, and 'Tis God who sent you to us.' I'm a kindergarten girl, *I am!*"

Some of our problems are still unsolved, but with all these puzzles there come blessed compensations. Today I am not Bunyan's Facing-Both-Ways, of ill repute, but a sober-minded teacher, looking forward as well as backward. Let me not forget the lessons I have learned. There is a blessed honesty that sees failures, that feels limitations; and with it I will cherish the humility that leads up to something better.

If at night there are troubles foreshadowed, and possible pain, I will take heart with the new day and begin again. I will take short views, getting my day in perspective, seeing where it will lead, what it will bring my children as a day. I will take long views, not looking at this one morning, but on to the time when the memory of this day is woven into character. Peace is a growth from within. The "Thank you" of a perturbed soul when some small child (with a dislike of disorder that has been carefully cultivated) upsets a whole march to pick up a bead—that "Thank you" does not count.

Small ears are quick to catch the undertone of unrest in enforced calmness. The eyes of the little folks have surest tests to determine the amount of actual interest in the glances that meet their longing for teacher "to see," and outward contrariness is sometimes the direct result of the withholden answering look which says "I see." My prayer shall be for this wise watchfulness, for a wisdom both sober and gay, for blessed young-heartedness, sanctified common sense; and woven in, binding every blessed gift together, a buoyancy of hope, not ignorant of the worst, but hoping for better and best, that one unfailing family likeness seen in the children of him who is the God of hope.—*Dora H. J. Turner.*

EDUCATION BROADLY DEFINED.

A paragraph from a recent English paper complains that education is unfitting the sons of artisans for the work of their fathers, making them fit only for clerks or school-masters. Hence, they argue, education is disadvantageous to the laborer and to the country. Such an opinion sounds strangely enough in this day; yet since it has made itself heard, let us consider it a little, and see if there be reasons for it. The school which does not fit men for life and the real work of the world, is not truly educative. Education should draw out and develop, as the word itself implies, all the inherent power and capability of the student, teaching him to think and observe for himself. All teaching that does not do this is profitless, however much Greek or Latin or facts of science may have been crammed into the brain. Though he be a walking encyclopedia of such facts, they are of little value to him unless he have, as well, a mind able to reach out after new truths, with the power to discern the underlying principles of all phenomena about him.

The mind of the child may be compared fitly to the germ lying in the seed. This must be placed in favorable conditions, the most suitable nourishment provided, and then allowed to grow from the life within. The teacher or parent is the gardener to protect, nourish, and train this germ.

True education should arouse intelligence and build character, through training the mind to perceive principles, through facts, and allowing practice with the hand when possible, teaching him to carry out practically and definitely his own ideas, and so learning to express himself easily and adequately. Such a training of all the faculties can only make the man more manly and intelligent, and therefore a more skillful workman, and one who can command respect in his craft. Such skill, too, being intelligent and broad, may be adapted to various sorts of industry, increasing thus his resources and his independence.

It is the skilled workman who is demanded. There are enough men now to do the commonplace, mechanical work of the world; it is not "hands" merely that are wanted, but skilled hands—or rather, thinking heads, without which they cannot be. Machinery is every year appearing to do mechanical work, but intelligent, wide-awake inventiveness will always hold its own, and need not fear competition. The best resource of a country is the intelligence and skill of its laboring class.

There need, then, be no fear of education of the right sort; only it should be real, and not sham. Pupils must be made active searchers instead of passive recipients. They will then be educated out of the false idea which now permeates society,—that a man becomes a gentleman simply by dropping all hard work, and that perfunctory drilling of Latin verbs or monotonous casting up of figures is necessarily above intelligent creative skill. He would know that his capability for manliness or gentlemanliness lay within himself, and there only. This does not deny that brain work is higher than mere hand work, but does claim that mind applied creatively to matter is as high as that which receives so much ready-made knowledge only to turn it over and over in deadly routine. The true man is he who can unite broad thought with vigorous action, keeping each healthier because of the other.

If the child could leave school with a broad view of life and the objects of study, and an awakened intelligence, the necessary education would be given that would enable him to go on afterwards as far as his own inclination and opportunities might allow. It is not the number of studies taught, or the distance each is carried, that constitutes "higher" education, but the broad view that may be given of the *unity* of all studies and of the laws and principles embracing all, and the relations of one to the other, allowing him to see that they are indeed merely different "branches" of the same tree of knowledge.

The demands made upon educators would seem to be enormous. They are serious ones, and full of problems which must be met in order to keep pace with a swiftly advancing time. By individual development each pupil must gain a juster estimate of himself and his own work, making him ready to turn his talent into whatever direction it inclines, choosing his path intelligently. Thus he will be able to work even in the mechanical arts, and still preserve his pride and self-respect, knowing that whatever creative or other ability he may possess can never be lost in the using.
—*M. B. E., Maryland.*

"In all the other magazines which I have read for children, I find only the mischief and fun of child life presented; while in *Child-Garden* I find stories which give pleasure, as well as useful, helpful thoughts, which make them worth while reading over and over again."—*A Mother.*

A LULLABY.

(To be sung to the music on page 96 of "Songs for Little Children.")

Sleep, my little one, sleep;
 Thy mother safe watch will keep.
 We'll have a fine sail to Shut-eye-town,
 In a snow-white boat and a snow-white gown.
 Sleep, my little one, sleep.

Sleep, my little one, sleep;
 We're on the water so deep.
 The "sandman" steers our boat right well;
 He knows the way (as many can tell).
 Sleep, my little one, sleep.

Sleep, my little one, sleep;
 The stars begin to peep.
 Here on the shore of the Land of Nod,
 Attended by angels and guarded by God,
 Sleep, my little one, sleep.

Sleep, my little one, sleep;
 No storms come here to sweep,
 But dream-birds fly about all night,
 And carry little dreams so bright.
 Sleep, my little one, sleep.

Sleep, my little one, sleep;
 All drowsy are the sheep.
 In Sleepy Hollow, from nodding trees
 The dreams fall thick as autumn leaves.
 Sleep, my little one, sleep.

Sleep, my little one, sleep.
 (A smile begins to creep.)
 Dream blossoms are fairest in baby hands;
 So smile and dream back to Wake-up-land.
 Sleep, my little one, sleep.

—Julia E. Test.

INDIANAPOLIS MOTHERS' MEETINGS.

The following interesting item is taken from the recent annual report of the Indianapolis Free Kindergarten and Children's Aid Society: One thousand one hundred and ninety-eight mothers have attended these meetings since April 20, 1893. This number does not represent every in-

terested mother. Many a woman, on account of poor health or sick children, is prevented from being present. The mothers' meetings offer rest, pleasure, instruction, social intercourse, and exchange of experience in the care of children and in the management of home affairs. The babies come too, and are welcome. The kindergartners assist in entertaining the little ones. The program for a mothers' meeting consists of instrumental and vocal music, readings and recitations, and an address by the principal of the kindergarten. She takes for her subject topics bearing on the right training of children; namely, justice, temper, affection, and pride, truth, politeness, love, etc. Two or three times a year mass meetings are held by the superintendent. To them come the mothers from each kindergarten locality. They arrive in a body, led by the kindergartners of the several districts. These meetings are popular, the mothers desiring to have them occur more frequently. The order of exercises is similar to that of the regular monthly meeting, except that the superintendent makes an address, a part of which involves a review of the leading points of the subjects discussed by the principals and mothers during the previous months. This is done the further to impress these truths and to call forth individual opinion upon them. These meetings are full of inspiration to the teachers and of happiness to the mothers. They are of untold worth to each and all. Much valuable help is rendered through the lookout committee of mothers from the neighborhood, whose duty it is to visit in the interest of these meetings. The colored or Margaret street district has, in addition to the committee just mentioned, a second, composed of mothers who prepare a part of the musical program. Can you not catch the spirit of those old plantation songs and hymns?

NURSES ARE ASKED TO COÖPERATE.

"I have charge of a private kindergarten attended by the children of wealthy families. It seems quite as necessary that we should have a nurses' class as a mothers' class, since the former have equal share in the daily care and culture of the children. I have planned an informal meeting to be held at the kindergarten, to which I shall invite the nurses who meet here every day as they bring or call for the children. It has been a delicate matter to approach them and win their confidence; but we have succeeded in coming near enough to find that they not only admire our tact with chil-

dren, but desire to know where we get it. We have talked with them when the kindergarten is closed, and told them about the particular work which the children have finished to carry home. One of the nurses confessed that she took better care not to step on 'those fancy things' since we told her what they meant to the little girl in her charge, who found it very hard to work so long and patiently. Another is anxious to sing the songs which the children bring from the kindergarten. She reports that they laugh at her for not knowing them. Our plan for the first afternoon is to sing and play finger and gesture songs. We hope to have a good time, and bring enough personal profit to interest them to come again. I have selected the simplest of the 'finger plays,' which I shall teach them outright; for I am sure if they have once tasted the pleasure of giving to the children one of these irresistible plays they will feel exalted. Every nurse should know half a dozen of these at least, as well as the Mother Goose rhymes. If any of the readers of this letter can suggest other ways and means of reaching the nurses, we should be very grateful. One of the younger girls, who brings two children each day, is a natural story-teller. I invited her one morning to tell the kindergarten one of her best stories, which she did with apparent trepidation. After it was quite over, the two children in her charge rushed across the circle to her, as much as to say: 'She is our nurse, and we are proud of her.' We have fully agreed to admit the charge made against kindergartners by the uninitiated—viz., nursery-governesses,—and do what we can for the elevation of our class."—S. S. A.

WHOM TO THANK.—A LETTER TO THE MOTHERS' DEPARTMENT.

The following incident came into my experience during the past summer while among the mountains of New York state. I came upon a little boy and girl who had been out fishing. The hook had caught in Helen's dress. Carl was trying to remove it carefully, without tearing the dress. I offered to help him, and finding it quite a task, we all sat down upon the grass. We chatted as I worked over the hook, and then, taking up a pin, I said: "We will have to ask this pin to help us." And immediately Carl said, "Then we will say, Thank you, pin." As soon as I lifted the last thread off of the hook came the "Thank you, pin,"—heartily, and entirely to the pin. Then he asked me if I

would not take a walk with them. We went back to the stream in which they had been fishing, found flowers, and climbed to the top of a high hill, and of course became very friendly. The next evening I met Carl on the grounds with his mother. We recognized each other, and he called his mother's attention to me. She had evidently heard about our walk and something of our talk. She asked if I were not a kindergartner. She had recognized my relation to her child from what he had told her, as I had recognized his relation to me when he said, "Thank you, pin." The next morning we met again, this time with both father and mother, and the little fellow walked over to me in advance of them, and turned up his sweet face for a kiss. Then came that pleasure of a kindly greeting from the father as well as the mother. We did not meet again, but the lesson abides with me.

The Great Teacher would have us of His world-wide kindergarten place our thanks directly upon His agent, His instrument. And we may rest assured, in so doing our world will widen. We shall be brought in closer relation to Him and He to us. So many helpful things come to me through the KINDERGARTEN MAGAZINE, for which I would fain give personal thanks. And to you editors who so faithfully labor for the health and growth of your very valuable publication, I sincerely say, "Thank you, pin." Cordially yours,—*Florence Waddington.*

MORNING HYMN.

Hear our happy voices ring,
As to Thee our praise we bring,
Heavenly Father, for Thy care,
And the pleasures that we share.

Help us, Lord, throughout this day,
Gentle, truthful words to say.
May we show our love to Thee
By kindly deeds to all we see!

—*E. W. M.*

FIELD NOTES.

The Chicago Kindergarten Training Schools.—The present year of training work in the five training schools of Chicago is opening with unusual promise. The Froebel association, under the superintendence of Mrs. Alice H. Putnam, registered a class on September 10 superior in quality and number to any previous year. A large post-graduate class opened the 1st of October, and the following instructors have charge of the work in addition to Mrs. Putnam: Miss Bertha Payne, principal; Miss Fanny Chapin, assistant principal; Miss Eleanor Smith, in charge of the music; Miss Locke, form and color study. In addition to the regular work, special lectures on vital subjects have been arranged, among others a series on "The Symbolism of the Great Religions and Art," by Mrs. Hibbard. The classes of the Froebel association meet at 274 Wabash avenue, second floor, in unusually pleasant, well-lighted rooms. The course of training has been in many ways enriched, and a year of vigorous work is anticipated.

The normal classes of the Chicago Free Kindergarten Association were organized September 10 at the Armour Institute. The new class numbered thirty-six members, making the total number of students enrolled seventy-five. Those entering the training class are required to be at least nineteen years of age, and if not holding a high-school diploma or its equivalent, to pass an entrance examination. With the first-year class, six weeks will be devoted to the careful study of "physiological psychology, deducing therefrom some of the fundamental principles of Froebel's educational system." Miss Bryan, the new principal, who is in charge of the theoretical work of the training class, considers this first study of vital importance as a preparation and basis for the work which follows throughout the course, which covers two years. An examination will be given at the end of the six weeks, and only such students allowed to continue who show fitness for the work in every respect. The special work in physical culture and music will be continued as heretofore, the former a part of the first-year course, conducted by Miss Morley, the latter a part of the second year's work, in charge of Miss Mari Hofer. It is the plan of the principals of the kindergartens to make special study of plan and program work, and such other subjects as may help to bring their work into close harmony with that of the training class, so that each may supplement the other in the truest sense. Twenty of the free kindergartens under the association were opened early in September, and many of them with more children than they can accommodate. A year of hard study and earnest work is anticipated by all connected with the association.

The Cook County Normal school, under Francis W. Parker, opened last month with the largest class it has ever enrolled—two hundred teacher pupils—both the normal and practice departments being full to overflowing. The kindergarten training is a post-graduate department of the school, and receives only those who have previously graduated from the other department, or mothers. Miss Allen also presents the kindergarten subjects to the regular training class of the normal school, and the entire school is profited by the warm interest taken in Froebelian methods by the faculty and students.

The Kindergarten Institute opened October 18 with a limited class numbering twenty students, as well as several supplementary-course students. The classes are held each Monday, Tuesday, and Friday afternoon at 2.30, at the club hall of Chicago University Settlement, on Gross avenue.

To Presidents of Normal Schools and Editors of Educational Periodicals :—This circular is addressed to you in the hope of securing your active coöperation in the solution of the important problem of lifting the Indians into full civilization and citizenship through educational processes. In these the school is the chief factor. The Secretary of the Interior, recognizing this fact, has therefore dictated a policy of increased attention to be paid to a rational and efficient organization of Indian schools, and has honored me with the details of this work. Success, naturally, depends primarily upon the character and skill of the teachers. This has been fully recognized by the Civil Service Commission, to whom is intrusted the examination of applicants. The commission has therefore decided to abandon its former method of examination, which consisted exclusively of text-book questions and which consequently appealed only to the memory and to certain automatisms of skill of the applicant, and failed wholly to test his intellectual grasp of the subject, his mental maturity, professional preparation and skill. The commission has therefore decided to employ hereafter the topical method in all subjects for examination, and to use text-book questions in only a few subjects, and in these to a very limited extent. It is obvious that this method of examination will do justice to professional preparation and experience, and will not expose the truly meritorious teacher to defeat by a merely bright high-school graduate, a circumstance which heretofore has kept many really desirable teachers from applying for positions in the Indian service, although the liberal salaries paid and the comparatively secure tenure of office would render this service quite desirable. I have no doubt that among your graduates and among the many teachers of your acquaintance there are many philanthropic, devoted men and women who under these new conditions would be willing to assist actively in the patriotic missionary work of Indian education. I appeal to you, therefore, most earnestly, to communicate to such persons the facts here pointed out individually, through announcement in teachers' meetings, through the press, or in any other way that may suggest itself to you. For teachers there will be four grades of examinations,—teachers, advanced primary teachers, principal teachers, and superintendents. For matrons there will be but one grade, to be tested chiefly on matters of domestic economy. Teachers who may wish to apply can obtain detailed instructions concerning the mode of application, the nature and time of the examinations, and other matters, by addressing the United States Civil Service Commission, Washington, D. C. I sincerely trust that in the interest of the important patriotic and missionary cause involved in this work, you will receive my appeal favorably. Very respectfully,—*W. N. Hailman,
Sup't Indian Schools, Washington, D. C., June 8, 1894.*

Kindergartners in Informal Meeting.—Cazenovia is one of those picturesque spots in western New York where hill and valley, lake and wood unite in mild combine and produce an altogether charming summer retreat. A branch road leaving the main line of the New York Central at Syracuse, winds for an hour upward into the heart of the hills, penetrating the same with sturdy tunnels, revealing beyond rugged hill slopes, meadow valleys, and grazing herds. Cazenovia Lake provides a

sloping shore for handsome residences, as well as a crystal body of water for sports and scenic beauty. During the last week of August a group of visitors made their way over the branch road to Cazenovia. They did not come entirely for pleasure; an informal consultation of workers had been for some time considered as desirable, and such a meeting was finally arranged to be held at Cazenovia, where Miss Susan Blow has her summer home. Miss Blow heartily welcomed all who desired to join the consultation, and some forty-five of the leading kindergartners of both the States and Canada responded. Daily forenoon meetings were held, in which every practical phase of the movement was cordially discussed. Miss Blow's philosophic energy permeated every gathering at which she could be present, calling forth individual opinions and experiences from the mingled company. "We have come together to find out what we are about, what we are doing, and what we should and what we aim to do." These words express the sentiment of the company. Miss Blow read manuscript chapters from the new book she is preparing, which is intended to interpret a new transcription of the Mother-Play Book. In all modesty she placed her thoughts before the workers, for criticism and test, thus bringing to discussion the vital and fundamental questions of the work as well as providing inestimable pleasure to her hearers by sharing with them the ripened fruit of her own early labors and later years of enforced reflection. Miss Blow's combined qualities of spiritual energy, which initiates, investigates, and formulates broad thought, together with a rare humility and sincere impersonality, proved to us all that she was a worthy leader. No detail of work was beneath the discussion of this earnest company, many of whom had been strangers, though working side by side to the same ends. What games to play, how to play them, and why; how to use the materials to reveal the child to himself; what books to study and read; why Froebellian psychology was sound and practical, and the necessity of studying him more seriously; symbolic stories and how to test them; methods in training schools and individual experiments,—all these topics were discussed freely and candidly, as has never been possible in larger public gatherings. As the Cazenovia meeting was attended by representative workers from all the large centers of work, the good of this conference cannot fail to go out into every channel and avenue of our kindergarten movement; and as these results are tasted, kindergartners of local centers will draw closer together for similar inspiration and mutual support.

The Future of the I. K. U.—The spirit of uncertainty which filled the air during the past summer was far from conducive to the fulfillment and expansion of such work as has been proposed by the International Kindergarten Union. The meeting which was called jointly with the regular session of the kindergarten department of the N. E. A. during July, was interfered with by the small attendance, and no enlargement of the union was possible. The sentiment of those most deeply interested in the success of the union has been informally expressed, urging more systematic work among the local centers, uniting and benefiting the members of each. Local and individual interest in a common cause should crystallize into a national organization such as Germany and Austria have now formed, to the mental advantage of all concerned, and above all else, to the increased growth of the movement. If each kindergarten club or union would arrange such specialized work or study for the coming year, which would appeal vitally to its members and sustain the usefulness of the regular meetings, a great profit

would accrue to the entire kindergarten movement all along the line. The Chicago Kindergarten Club will hold monthly meetings to discuss and investigate all practical points of the work, while the Philadelphia Froebel Union will dedicate its efforts to "Child Study," in connection with similar work conducted by the University of Pennsylvania. A union of study topics would add much to the fraternity of the clubs in various cities. The KINDERGARTEN MAGAZINE is open to a further discussion of this subject, and stands ready to do all in its power to unify and centralize the efforts of the kindergarten exponents.

MISS ELIZABETH K. MATTHEWS, of Des Moines, Ia., has arranged a course of pedagogy by correspondence for the benefit of busy teachers who cannot leave their posts for special study. Her circular makes the following clear statement: "Many teachers who are engaged in school work in country, town, and city, have expressed a desire to better themselves professionally in their teaching. As many are situated so they cannot take one or two years' training, both on account of expense and time it requires, this idea of aid by means of correspondence suggested itself, and so we come to you with these courses of study, knowing that you can take one or two courses in connection with your regular school work. Intelligent parents more than ever are demanding that those who teach their children shall understand their business. Teaching is a profession, and none but professional teachers can succeed. This work is planned for the purpose of helping those who wish to understand their work better. The work will be of a practical nature, such that you can and ought to make use of in country, town, or city schools. As the work is outlined, the principal will have in mind the child, the teacher, and the subject-matter, not groping blindly, but on an intelligent psychological, practical basis." The course of study comprehends the following topics: history of education, child study, methods, school management and practical work, science and philosophy of education, educational literature.

MISS NORA SMITH, superintendent of Silver Street kindergarten, San Francisco, Cal., has added to the work of that institution another interesting feature, in the form of mothers' meetings, which, though previously introduced, will receive still more attention during the coming year. The meetings will occur on the third Friday of each month, and the series has been arranged to afford the fathers and mothers an insight, as far as possible, into the theoretical and practical aspects of kindergarten work, thus enlisting their coöperation in the forging of the links between home and school, and securing for the children a more intelligent home appreciation of work performed in the kindergarten. There will be alternate meetings for theory and for observation, at the latter of which the parents will observe the children at work and play. As outlined the series will embrace the subject of "Children's Diseases and Remedies"; explanatory talks on Froebel's gifts and occupations, practically illustrated; afternoons for visiting the kindergarten, and inspection of the children's work; play meetings, with explanations of songs and games; afternoons devoted to the art of story-telling, with illustrative stories. The teacher in charge of each meeting will be assisted by another kindergartner, and light refreshments will be served to the mothers by girls of the "Housekeepers' Class," who will also assist in receiving and seating the visitors.

Testimonial.—It gives me pleasure to give my testimony in favor of the admirable work done in the Indianapolis free kindergartens. The

pupils of these schools, who have afterwards become members of the primary grades of the public schools, have given evidence of the great value of the early training which they had received in these free kindergartens. In habits of orderly acting, in their interest in hand work of every kind, and in their general culture, the results have been clearly discernible. Taking into consideration the fact that this work has been done for a class of children whose opportunities would otherwise have precluded it, makes the whole matter one of prime importance to this city, and to the cause of a better, a sounder, and a more harmonious education. Very sincerely,—*L. H. Jones, Supt. Public Schools of Indianapolis.*

DURING the past summer a most successful kindergarten was conducted in Ottawa, Kan., by Miss Alice Temple, assistant superintendent of the Chicago Free Kindergarten Association. Forty children were in daily attendance, taking hold of the work as naturally and heartily as only children of a smaller home-city can. Many visitors were present each day, showing every sign of deep interest. Miss Temple was assisted by Mrs. Grant, Miss May, and Miss Smith, and a course of afternoon lectures was delivered on the various aspects of the work. A students' practice of thirty was conducted, attended by many public school teachers. It is always a source of inspiration to kindergartners to go out into the lesser cities and give of their great stores of experience and training to parents and teachers hungering for the same.

THE fourth summer meeting of the American association to promote the teaching of speech to the deaf was held at Chautauqua during the past summer. The kindergarten department, which is now over a year old, held a vigorous session, at which a number of interesting speeches and reports were made. Mr. Z. F. Westervelt, of Rochester, was elected president; Miss McCowen, of Chicago, vice president; Miss Hudson, secretary. Helen Keller was one of the interesting attendants, a social gathering being arranged in her honor. *The Educator*, devoted to the education of the deaf, published at Mt. Airy, Philadelphia, gives in the September number a full account of this meeting, as well as of other very important matters connected with this science of teaching the dumb to speak.

THE *Central Union* of Westfield, Wis., says: "We want all our fathers and mothers to open their hearts to *Child-Garden*, a most wonderful magazine. It is printed in large, handsome type, with beautiful illustrations, comprising stories of the rarest worth and of high moral tone, also letters of travel, music, poetry, drawings, blackboard exercises, etc. Parents who desire their children to become noble-minded, useful, and self-sustaining men and women, will find in it the proper mental food to enable their children to become so, that will teach them to govern themselves, and thereby make of them competent and righteous leaders and wise governors of our national interests, which is absolutely necessary to the salvation of our great republic."

ONE of the graduates of an Eastern Froebel training school has written a charming sketch, in which the little German girl is typed in "Frieda," who naïvely reviews the songs and plays of the Mother-Play Book, giving the childish impressions and interpretations of the same. The entire sketch does literary credit to the training teacher, as well as reveals the natural insight into child nature of the author.

Lectures on "Child Study."—The following is the outline of the topics which were considered by Professor Wm. L. Bryan, of the University of Indiana, during the Cook County Teachers' Institute, the last week in August: Relation between knowledge and skill in teaching; Relation of scientific study of conscious life to other sources of psychological knowledge; The hygiene of the senses; The hygiene of the central nervous systems, and signs of nervous disease in children which a teacher may observe; Methods of getting at the apperceptive capital of children; Methods of studying the development of will and character, child leadership, imitation, etc.

McGREGOR, Ia., has just placed a free kindergarten into its public schools. Through the organization of a kindergarten association the necessary means and supplies were secured, while the city school board provided a room on the first floor of the public school building. Miss M. Clark, a graduate of the Chicago Kindergarten College, whose home is in McGregor, has been placed in charge of the kindergarten. This work of organizing the lesser cities and towns to provide a kindergarten for the youngest children, by private subscription, is effort in the right direction. A parents' study class is to be conducted in connection with the McGregor kindergarten.

MRS. S. E. ECCLESTON writes from Parana, South America: "If I could afford to distribute more numbers of the KINDERGARTEN MAGAZINE, I would gladly put it into the hands of every one of my pupils and graduates. One of my graduates is now publishing a little educational magazine, largely devoted to the kindergarten. It is called *El Hogar la Escuela* (The Home and School). We thank you sincerely for your efforts to furnish us the valuable KINDERGARTEN MAGAZINE. Every word for the far cities comes to us as an inspiration."

THE Prussian school regulations have the following section relating to the study of geography: "The work in geography begins with a study of home and its neighborhood; then follows the German fatherland and the most important facts of general geography and cosmography: As shape and motion of the earth, causes of day and night and of the change of seasons, the zones, oceans and continents, the most important states and cities of the world, and the principal mountain systems and rivers."

IN April, 1875, Miss Susan E. Blow gave an address before the St. Louis normal teachers, giving a clear statement of the educational materials recommended by Froebel, the so-called gifts and occupations of the kindergarten. This address was published in full in the *Kinder-garten Messenger* of December, 1875, and will repay the student for careful reading.

THE W. C. T. U., of Springfield, Vt., have organized a public kindergarten, calling Mrs. Amy B. Fisk, of Montpelier, to take charge of same. This department of the national temperance work has great opportunities, and every Y. W. C. T. U. should work toward supporting a kindergarten or coöperate with local associations.

HERBERT SPENCER speaks to the point when he says: "The vital knowledge—that by which we have grown as a nation to what we are, and which now underlies our whole existence—is a knowledge that has got itself taught in nooks and corners while the ordained agencies have been mumbling little else than dead formulas."

A FULL report of the convocation for the study of child nature, which was conducted during the early fall under the auspices of the Kindergarten College, will appear in the November number of the KINDERGARTEN MAGAZINE. Every mother and teacher should secure a copy of that report.

THE experiments which have recently been made by primary educationists in the use of water colors, the brush and India ink, soft crayon pencils, etc., have convinced many parents that the slate and pencil are legitimately supplanted.

The *School Bulletin* for September publishes a lecture delivered at Chautauqua by Chas. R. Skinner, on "Needs of our Public Schools," which will make every American teacher more patriotic for the reading.

OSKALOOSA, Ia., has three vigorous kindergartens, and there is an expressed appreciation of the same, as well as calls for more general information on the subject of child training.

MISS ELEANOR BEEBE, for many years directress of the work for the blind, at Louisville, Ky., has retired from the same for a year of rest and recreation.

MISS HARRIET NIEL, for two years with the Chicago Kindergarten College, has taken charge of the kindergarten in the Rice school, Boston.

PROFESSOR HERMANN VON HELMHOLTZ, the German scientist and writer, died at Berlin on the 8th of August.

BOOKS AND PERIODICALS.

"Horace Mann's Country School," by Henry Sabin, appears in pamphlet form, making the following plea for the study of this educational pioneer and his works: "In the annals of American educators the name of Horace Mann leads all the rest. Others, since his day, have been more skilled in the science of psychology or of pedagogy; others have made a more careful study of methods, and have scrutinized more closely child nature; but no one has equaled him in touching the heart of the common people of the state, and in awakening in their minds an enthusiasm in behalf of popular education. And yet it is too true that his name is seldom mentioned in the modern institute. Our teachers know something of Froebel and Pestalozzi and Comenius, but of Horace Mann, the greatest educator of the century, they are comparatively ignorant. This ought not to be so, for if we are ever to have a distinctly American system of education, it must be founded upon the principles so clearly stated in his lectures and reports. Horace Mann was an American in all his instincts, thoughts, and impulses. He believed that the high purpose of the public school is to fit children to become American citizens, worthy the renown of the nation. The teacher of today who is desirous of building American character in the children, can find no more suggestive study than the works and life of Horace Mann."

"Instrumental Sketches for Kindergartners," by Katherine Montz, of Louisville.—A new book of kindergarten piano music, containing over fifty sketches embodying the moods of the plays and games of the kindergarten. We quote from the preface: "In the use of this particular music the purpose can easily be understood. Kindergartners can fully appreciate the fact that the kindergarten is the place where conditions are especially adapted to bring out creative construction and the individual expression of the children. As the forms of the blocks, paper, clay, etc., made at the table are the embodiment and practical expression of certain ideas, so should the music on the circle be the means through which the children are stimulated to give dramatic and bodily expression of the impressions gained at the table." Miss Montz has produced her work from the daily needs and opportunities of the kindergarten, and cannot fail of suggestiveness to those in the work. It opens a field not much experimented in, and yet to be realized in its fullest sense musically. Miss Montz deserves credit for a pioneer attempt, and we hope she will pursue her way into deeper results. The book is published by Milton Bradley & Co.

"Maize; a Botanical and Economic Study," by John W. Harshberger, Ph. D., of the University of Pennsylvania. This book of two hundred pages is not only all that its title implies, but is an historical study as well, of our great American grain. It is most interestingly written, and should be read by every science teacher in our public schools. Indian corn is rapidly becoming one of the world's great foods. Mrs. Rorer, the cooking lecturer, has prepared it in two hundred different ways for table use, and it enters largely into the feed of all domestic animals and fowls. It is of great antiquity on this continent, and Professor Harshberger thinks its blossom should become our national flower. "In the selection of a national flower one should be

chosen which is associated with memories of the past, which recalls mythological gods and goddesses, deeds of valor; a plant which is kindred to the fairy lore of the land; one that lends itself to use in decoration, in sculpture and painting; a plant suitable for a poem, a lyric, or a cantata."

"Americanized Delsarte Culture" is the title of one of the latest utterances on this subject of making practical the theory of physical culture. The author, Mrs. Emily M. Bishop, is well known in Chautauqua circles as a woman of sufficient power to substantiate her statements concerning the study and control of the body. Some of the chapter headings of the book are as follows: Delsarte and His Work; Culture by Exercise; Health and Grace; How we Stand; Poise; How to Relax; Breath of Life; Expression *vs.* Repression. These topics are handled in the form of study talks, with illustrations for application and practice. Mrs. Bishop says: "By Americanized Delsarte culture is meant the Delsarte art of expression broadened so that it may be of general benefit to all, instead of being only of special benefit to a few."

ANOTHER book on this now so widely demanded subject is "The Delsarte System of Expression," by Genevieve Stebbins. This book has reached its fifth edition, and is finding its way into the hands of earnest teachers, both of music and art. The volume contains an address delivered by François Delsarte before the Philotechnic Society of Paris. This book is virtually a teacher's or student's handbook of physical culture. It gives outlines for the proper exercise of every part of the body, with reference to the daily use of the body. These exercises are written in dramatic dialogue, mingling the aesthetic with the utilitarian arguments for the same, and supplementing them with the facts of development in nature. The subjects of speech and breathing power are given prominent place in the volume. The publisher is E. S. Werner, New York.

THE children's Second Reader, by Ellen M. Cyr, is one of Ginn & Co.'s latest schoolbooks. The two great American poets, Longfellow and Whittier, are treated by the author, and a history of their childhood is given in simple but elegant sentences, which can be easily understood by any child of six or seven years. Along with the simple biography are quotations from some of the most beautiful poems of the two poets, and suggestions are given for the reading of others to the children. There are other things in the reader,—nature stories and sweet human ones, and then more about the blessed poets, and longer quotations, until an excellent idea of the poets and men is given. The Ginn schoolbooks grow better and better.

THE two words "art" and "education" are being linked together more frequently each year. *The Arts* is an educational magazine published monthly in the interests of American art. It brings sketches of leading artists and their work, as well as discussions of art schools and methods. The editor of *The Arts* is Mrs. T. V. Morse, who is also secretary of the Central Art Association of America. Mrs. Morse has ideals for the art education of the future which give tone and force to the journal. The illustrations are most attractive studies for teachers and students. The subscription price of *The Arts* is \$3 per year; single copy, 30 cts. The Arts Pub. Co., Chicago.

MANY of our readers who are interested in the musical history of the day will find value in the articles and illustration of the Bayreuth musical festival, which appear in the October number of *Music*.

PUBLISHERS' NOTES.

Wanted—Back numbers of KINDERGARTEN MAGAZINE. We will exchange any other number you want in Vols. IV, V, or VI, or any books of same value in our catalogue, for any back numbers of Vols. I, II, or III, *except* Vol. I, No. 12; Vol. II, Nos. 3 and 11. Address Kindergarten Literature Co., Chicago.

We will send to anyone subscribing for KINDERGARTEN MAGAZINE, and desiring "Symbolic Education," by Susan Blow, both for \$2.50; *Child-Garden* and "Symbolic Education," \$2; KINDERGARTEN MAGAZINE, *Child-Garden*, and "Symbolic Education," \$3.25.

Bound Volumes.—Vols. IV, V, and VI, handsomely bound in fine silk cloth, giving the full year's work in compact shape, each \$2.50.

Wanted—January, 1893, and March, 1893, numbers of *Child-Garden*. Other numbers exchanged for them.

Pictures for the Schoolroom.—For three new subscriptions to the KINDERGARTEN MAGAZINE and \$4.50, we will mail you any ten of the following appropriate pictures, size 9 x 7 inches: Statue of Abraham Lincoln in Washington; Benjamin Franklin and His Kite; The Boy Columbus; George Washington; "My Dog," by Landseer; The Gleaners, by Millet; Home Coming Sheep, by Maure; Wild Cattle, by Landseer; Pied Piper of Hamlin, by Kaulbach; Aurora, by Guido Reni; The Blacksmith, by Beck; Murillo's Child Jesus and St. John; St. Anthony and the Infant Jesus; The Christ Child; The Guardian Angel; Raphael's Madonna of the Chair.

Always—Send your subscription made payable to the Kindergarten Literature Co., Woman's Temple, Chicago, Ill., either by money order, express order, postal note, or draft. (No foreign stamps received.)

A plaster cast has been made of the original carved metal Pestalozzi-Froebel heads which crowned the Pestalozzi-Froebel Haus exhibit at the World's Fair. It is twenty-two inches in diameter, and is a most beautiful and artistic piece for home or school. No kindergarten should be without it. Price \$2.

A Harvest Picture.—Six cents in stamps will buy a copy of "The Gleaners," by Millet, printed on a card 9x7 inches. An ornament to any schoolroom for the harvest season.

Our readers are invited to forward manuscripts of stories, songs, or articles on any phase of the kindergarten work. The same will be carefully considered. The author's name and address should be plainly written on each manuscript, and stamp inclosed for the return of same if unavailable.

Primary teachers, send five two-cent stamps for a copy of the KINDERGARTEN MAGAZINE, containing the articles on "The First School Year," by a practical, experienced primary teacher.

KINDERGARTEN MAGAZINE

Vol. VII.—NOVEMBER, 1894.—No. 3.

ALBERT THORVALDSEN.—A SKETCH.

NICO BECH-MEYER.

ALBERT THORVALDSEN (or Bertel, as it is spoken in Danish) was born in Copenhagen, Denmark, in the year 1770. His parents were of Icelandic descent and in very moderate circumstances. His father was a wood carver who worked at the wharfs, carving figureheads for the ships. At an early age the child betrayed artistic talents, and in his eleventh year he was sent to "the School of Fine Arts," where students without means were given free instruction in drawing and modeling. At that time he often secretly corrected his father's carving and modeling when he brought the dinner-pail to him on the wharfs. In his sixteenth year, in a contest, he was awarded "the small silver medal."

As he later was engaged in a contest for "the small gold medal," he became disheartened and left the building unnoticed. In the yard he was met by one of his teachers, who implored him to believe in his own ability and return to the room. Thorvaldsen did so, and in the afternoon his sketch was pronounced the best. Two years later he was awarded "the large gold medal" and became thus entitled to several years' traveling stipend.

At that time Rome was the destination of all young artists. With great difficulty did he tear himself away from his father and mother, the latter considering a sea voyage certain death. At his request a friend went to his mother immediately after his departure, in order to console her. He found her bathed in tears, kissing an old vest of Bertel's.

During six years Thorvaldsen did little but see and wonder. Most of his productions in those years he destroyed, as they did not satisfy him. The reminiscences and relics of Hellenic art, brought to Rome by the ancient warriors and preserved there, impressed him so deeply that he wrote

home: "The snow is melting in my eyes. With every day art becomes more sacred to me, though I daily realize how far I am from the perfection of those masterpieces."

After six years of contemplation and study, Thorvaldsen finished his statue, "Jason." When Canova saw the eight-feet-tall statue he exclaimed: "This statue of the young Dane is in a new and a grand style."

Nobody seemed to be able to buy his Jason in marble; his stipend was exhausted, and the day was set for his return to Denmark. His companion, a young German artist, not having his pass in order, the departure was postponed to the following day. That very day Sir Thomas Hope, a wealthy Englishman, came to Thorvaldsen's studio, saw Jason, and asked the price in marble. He was told three thousand dollars. That was no price for such a work, Sir Hope said, and added the fourth thousand.

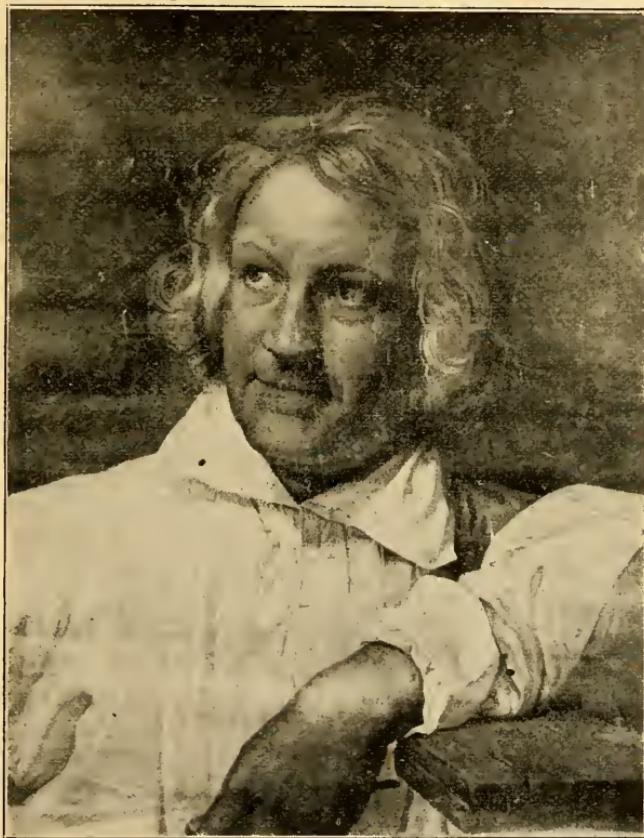
Nothing more was said about leaving Rome. From now on Thorvaldsen's fame spread abroad over the world. Statues, monuments, busts of living heroes and statesmen, as well as those in honor of the great dead, were given life in the isolated, vine-clad studio of the hitherto unknown Dane.

The poet Schiller, Emperor Maximilian the First, Johannes Gutenberg,—the inventor of printing,—Nicolaus Copernicus the great astronomer, Pius the Seventh in St. Peter's church—all those and many more were through him immortalized in marble or bronze. Subjects from ancient and modern times alike bear witness of his genius. The grand national monument of Switzerland, the Resting Lion of Lucerne, would alone have been enough to preserve his name to the after-world. His bas-reliefs, "Morning and Night," and "The Four Seasons," are found in almost every cultured Danish home.

During forty years he worked in Rome, living in the same house, with the same people, taking his simple meals at their table. His home was spacious; the walls of the large rooms were hung with paintings, but there was very little furniture. He had several studios, one of which was as large as a church of the olden time. From thirty to forty students, representing many nations, were studying under him.

At the age of sixty-eight he at last felt ready to return home. A Danish man-of-war was loaded with sixty-two chests filled with the sculptor's work, all of which he presented to his country. Thus he returned to his native coun-

try, which he had left just fifty years before at the age of eighteen. One autumn day he arrived at Copenhagen, and the whole capital turned out to greet him. The horses were unhitched from his carriage, and a jubilating crowd drew it to the home prepared for him by the nation. At that supreme moment the King of Denmark and the beggar were



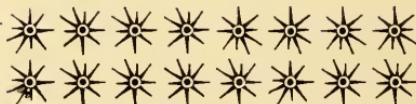
ALBERT THORVALDSEN.

alike unnoticed, while genius and human worth were enthroned.

Thorvaldsen was a man of great personal beauty; once seen, he was never forgotten. He was in character a true type of the Gothic race, quiet and mild as the peaceful country of meadows and lakes in which he was born, yet

with the strength and energy of his Icelandic forefathers. He lived in Copenhagen during his last six years, loved by all, not the least by the common people, among whom he always counted himself. In Copenhagen is to be found a two-story building marked "Thorvaldsen's Museum." It contains, in its various rooms, all his works. One of the rooms is furnished with the furniture of his parlor and contains his books, papers, and personal possessions.

In the garden, covered with roses, is the resting place of the master. Here he sleeps surrounded by his works. Greater monument no man could have.



NATURE STUDIES IN THE PRIMARY SUNDAY SCHOOL.

MABEL A. WILSON.

TO quote from Froebel, "Nature, as well as all that exists, is the declaration and revelation of God." What does nature say? Does nature reveal God and truth? Is the soul of the little child responsive? And what is his mode of response?

A soul without religion is an impossibility, and each soul worships its own God. The teacher in the primary class may mislead, and so cause unrest where she might bring peace; or she may assist the soul to form a truer conception of its relation to God.

The order and method of the Infinite Power are absolutely unchangeable. Only as the individual misunderstands, does he question and feel unrest. So far as he can find and realize this power he gains peace. Peace is only to be gained through knowledge of, and a sense of harmony with, God through nature. In reality, it is more than nature we get at; it is the spirit which abides in nature. We are not to look at the external, but through it to the spirit revealed by it.

Nature is a process, the essence of which is thought itself. The form, always renewed, always the same, is a medium through which we may see the workings of the Perfect Mind.

One purpose of creation may be called "self-revelation." The Perfect Mind is revealed in all nature, and our growth is influenced by our response to this revealed perfection.

Kindergartners everywhere are recognizing this fact. More and more of nature is being brought into the kindergarten room and into the daily program. Children are led to talk of and to think about birds, flowers, and fruits. They reproduce in varied ways the experiences they have lived through. They are stimulated to think of the unseen Power shown in the wind and wave as well as the flower and seed. No part of the kindergarten work is more important than the nature work; no part is more beautiful.

The real function of the primary Sunday school is to be the living spring from whence all that is vital in this nature

work shall flow. The week-day talks and plays then continue to illustrate and vivify the living truths presented in Sunday school; and through this unity of purpose the soul of the child may grow into clearer consciousness of a sense of harmony with its Maker.

The autumn work of the kindergarten begins with the thought of love,—mother love, family love, home; the comforts of home,—food, clothing, shelter; and leads on through harvest to Thanksgiving. Let the Sunday-school teacher not fear to carry out the same plan. She, too, may outline her programs for the year, embodying the truths revealed by nature, as she presents them in logical, living sequence.

All nature is very lovely now, just before she enters upon the season of winter's rest. God is revealing his divine nature in the loving provision he is making for his creatures. There is a whole series of lessons suggested by the little hymn so well known to all kindergartners, "God is good; he cares for me." How does he care for the birds? How do they get their food? "Your heavenly Father feedeth them." Show the children how he feeds them; they do not need to plant and reap or store their grain.

If the heavenly Father feeds the birds, will he not also feed the child? Arrange your lessons that the children may see how their bread comes to them. Trace rapidly the bread they had for Sunday morning breakfast to the grain that grew in the field. The same heavenly Father feeds the birds and the child. Use for a seed thought Zechariah 8:12: "The vine shall give her fruit, and the ground shall give her increase." Let the children bring fruits to Sunday school, or you get them. One bunch of grapes will do more than a volume of words. Use blackboard drawing freely, and show how one seed planted will respond to right conditions of growth and give rich increase. Help them to feel the Power that does all this.

Again, talk of the birds, the dresses of feathers, the kind of dress God gives each animal to meet its needs. Illustrate the thought given by our Savior in his words about the lilies. This need not be read to the children exactly as 'tis written; to change a few words simplifies it much for them: e. g., think of the lilies, how they grow; they do not work; they do not spin, and yet they are beautifully clothed. But if God does so clothe the lilies in the field, which live so little time, how much more shall he clothe you. Christ used lilies by way of illustration. Probably there were many of

them all about him when he gave this lesson. You may use any flowers you can get in sufficient quantity. Bring them into your Sunday-school room; bring autumn leaves, goldenrod, asters, primroses, daisies. The truth is the same in all. Give each child his own bunch of flowers or leaves to carry home with his story, and let your series of lessons unfold through the contemplation of the clothing of the flowers of the field, by the heavenly Father, to the clothing of the child by the same Power. Tell the story of the cotton seed; tell the story of the flax seed; tell the story of the wool, and the story of the silkworm; each one of these furnishes a worthy theme. Tell them how God lets his great sun shine over all the earth; it warms all the ground, and so the little spot where our baby cotton seed was planted. The great sun draws moisture from the sea, and fills all the air with moisture; so our little cotton seed gets its share. The cotton garden holds as much interest and as many lovely lessons as does the fruit garden.

As the season of Thanksgiving draws near, a loving sense of gratitude may be the natural response of the child who from Sunday to Sunday has traced the care through nature for each little child.

Talks about homes in nature will follow naturally. "The foxes have holes, and the birds of the heaven have nests." The building of the nest presents two aspects for the child's thought. Where does the birdie get materials for nest building? Who teaches it how to use them? The squirrels build nests in holes; how did the holes get in the tree? Where do the twigs and grasses come from which help to form the nest? Does this show God's loving care of his squirrels? The homes of the rabbit, the ant, and the bee form pretty subjects for thought. Each shows the same Power providing for it. Let these talks grow naturally into the thoughtful consideration of the home of the child. Help him to trace the growth of his house from the acorn to the oak, and through the mill, or from the rock buried in the earth. Help him to realize that man's work is to use the materials that God has given, and to be careful to make right use of them.

The work of the teacher all along the line is to help the child to discover for himself that all things lead beyond the thing seen, to the unseen Power. She can stimulate the thought which is born of right feeling, and which in its reaction intensifies the feeling. All feelings of right relationship to fellow men and to God have their source in the

same fountain head. The child's mind is in a constant state of tension, responding continually to external stimulus. When God's love is so presented to him as to become a reality to him, he will *respond* with his own love. "We love him because he *first* loved us." How could we love him otherwise? Our feelings and thoughts are modes of response to the Divine Mind.

The Sunday-school teacher must so present nature in its varied but harmonious workings, that the child's soul will *respond*, and he will be led "Through nature up to Nature's God."

Each seed, each flower, each fruit, each little bird and butterfly has its story to tell to the ear that listens, to the mind that responds. The eye sees only that which it brings with it the power of seeing.

The child may become conscious of laws without when he has been roused to a sense of law within. He knows God as Creator, when he has made something himself; he knows God as love, when he has himself loved; he knows God cares for him, when he has cared for something weaker than himself; he will become conscious of harmonious workings through nature as he feels harmony stirring within his own soul. And so there is need for the Sunday-school teacher to *give opportunity* for the child's feeling to come to consciousness of itself.

Gather a few cocoons and tell the children the story of the baby caterpillar, or get a caterpillar and let him make the cocoon on a twig in a box. Put the cocoon away, and tell the children you will finish the story some day. Let them see the cocoons from time to time, and tell them the caterpillar is resting. When the spring comes and they see the moth or butterfly, finish your story. Carry your butterfly cage out into the open air, and set your captive free!

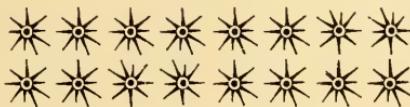
Show the children the brown lily bulb. Let them plant it and water it. The bulb rests for awhile in the earth, and then bursts forth into renewed life. And so the truth presented in the butterfly lesson is illustrated again.

Froebel says that "Children need from their elders the confirmation of their own inner spiritual perceptions." One of these "elder friends," the Sunday-school teacher, may so assist by wise direction in the choice of subjects to be studied, in the time for study, and in the illustration of essential laws of growth or action shown in the subjects studied. The law of appropriateness which is so necessary in kindergarten work—as indeed in all real work—is again

most important here. Autumn teaches her own lessons: 'tis the harvest time. Winter brings rest, and an accumulation of strength. Spring is the waking time: again we have the story of renewed life. Summer tells of maturity, of ripeness, and readiness for uses.

When the child's soul responds to God as revealed in nature, he will be led to recognize that he himself is a part of the great universe, and is governed by the same laws. As he grows older and becomes more consciously receptive to the teachings of nature he brings himself into harmony with her, willingly subordinating himself, as an individual, to universal laws.

In planning the lessons for a year, keep in mind these essentials: *a.* The special value of each lesson as an individual lesson complete in itself; *b.* The *natural* outgrowth of one lesson from another, that they may be vitally related in sequence; *c.* Be sure that in the sequence there is a steady growth toward a clearer conception of truth, letting the "symbol vanish in the spiritual reality."



WHAT DOES A CHILD LEARN IN A FROEBEL SCHOOL?

PROFESSOR EUGENE PAPPENHEIM.*

WHAT does a child learn in a kindergarten? Does he learn anything useful or practical? Is the kindergarten a school, and does the child have school work to do? Such questions are asked daily by persons either ignorant of the services of the kindergarten, or prejudiced against or opposed to the movement. Others declare that the little children are taught too much, are overtaxed and over-stimulated. Again, there are honest questioners, who have given the subject no careful attention. They see the bright, happy faces of the children, the busy hands doing skillful work; they see the thoughtful nurture of the kindergartner, and the children having perhaps better care than at home; and so they say, "It can at least do no harm." Some of the questioners, who look always to visible results, ask: "What practical use will this training be to the children? In a school we can see how they learn to read and write from the very beginning. It is as necessary for a child to learn to read and write as it is for him to eat and drink. Your kindergarten may amuse him, but the school where he learns to read and write demands greater respect."

We all acknowledge the value of reading and writing, and the imperative necessity of both to every creature in this day and age. We also hold that the years before the school age can be used to gain knowledge by young children, and that this knowledge is a valuable help to the later reading and writing. History tells us of strong, able men who arrived at mature years before they learned to read and write. We have record of trades, industries, and even forms of government being carried on successfully without this knowledge. Great statesmen have served their people, with a limited range in reading and writing. Many people

* Professor Pappenheim, as president of the National German Froebel Union, prepared the above clear statement of the results of the kindergarten training to the child, for the benefit of those who are ignorant of or doubt the direct benefits of this work. Translated from the German.

all about us today are living useful, honest lives, without much of the knowledge gained through the reading of books. These same men and women may teach the book-worm many deep things, such as are only to be learned from life.

We would not wish to give the impression that reading and writing are in any sense unnecessary, but wish merely to direct the attention of questioners and educators to the place of these acquirements relative to life and practical duties. The kindergarten utilizes the time of the active children preceding regular school life, and aims to fill this time after the same manner that these unschooled men and women were taught, without the aid of reading and writing. Knowledge may be gained through the senses, through the eye, the ear, the hand, the foot. Through daily experiences the head, hand, and heart are to be developed; and through doing and working, character is to be built upon the most substantial basis.

One may be told ten times over how a certain vehicle or wagon looks, and still have only a vague idea of its actual appearance. One may read in a book precisely how to plant corn; but how inadequate is this instruction when compared with the lesson learned by an actual experience of planting, of watching the growing, and of harvesting the reproduced grain! The man who makes a steam engine knows vastly more of the engine and of life, than he who reads many books and studies many illustrated plans. Through doing we learn the relative place of each part to the whole. Industriousness is the immediate result of children's doing, and soon follow a knowledge of self-power, the respect for all labor performed, respect for the possessions belonging to others because earned by them, self-government, endurance, and a strong body balanced by a strong mind.

Such development is acknowledged of importance in the adult man or woman, but the beginnings of the same in child life have not been fostered and appreciated. From birth the child manifests self-activity and demands avenues of expression. This activity can only be satisfied in wholesome work, such as commands the interest of both body and soul. When he is thus occupied he is joyous, happy, and grows daily in skill, goodness, and knowledge. Such a child is not moody or selfish, is ready in sympathy and service, participates in the work and joy of others, and ripens sweetly and truly from the core within to every outer

perfection. This natural development is apparent in every word and deed, and culminates in a harmonious character.

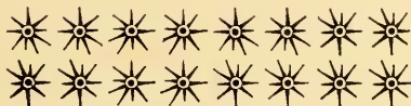
This is what a Froebel school will do for a child. Is it of no use to a child to know how to plant flowers and vegetables in a garden, care for them, and watch them grow? Is it of no practical benefit to a child to gather the treasures of nature, such as leaves and seeds and fruits, arranging and classifying them? Does the child gain no practical good from his walks in the woods, his observations of nature, and his contact with animal life? Is it of no profit to him to gain skill with his hands and fingers, to handle many tools, among others the pen and the pencil? When he draws freely what he sees, when he handles bright materials, sewing, cutting, computing, and arranging, do not these things give him knowledge and power? Are not the building blocks, the varied accurate materials, profitable when they become a means by which he expresses his ideas and represents what he has seen and heard, before he knows how to read and write? Are the conceptions of form, number, color, size, and quantity, which he is daily accumulating, of no visible or tangible use in life?

Think of the games and plays of this kindergarten. Ask yourself whether these are of any value, since by means of them children learn the habits and methods of nature, of animals, of the world of busy humanity all about them. The imagination finds scope and encouragement here; activity, effort, and the power to do what others do, all take their opportunity to be expressed. Is it of any consequence that here the most self-conscious child may forget himself in his interest in others, and be happy in so doing? Is not happiness itself a useful acquirement? The singing of songs, learning of nature poems, hearing and telling stories, whether myth, fable, or history—are these aimless?

And still some school men and parents insist, "But the reading and writing are left out!" The child learns to walk before he learns to run. He learns to run and skip before he learns to dance. May he not approach the knowledge of reading and writing by degrees also? He begins to build his idea of a house. He soon draws the picture of it, and later comes a desire to say *house* in written letters. Why should he read about a horse when he may look out the window and see one? Why should he read of the farmer, and how he sows his grain, when he may act out the very work of the busy friend who helps us all to our daily bread? Why wait until he can read the story of Red Rid-

ing-hood, or the Sleeping Beauty, when the story may be told him long before he goes to school? Why not let him listen to the story, tell it again in his blocks or crude pictures, and so become accustomed to clear ideas before he needs to write them on a slate?

Teachers and educators should not merely read Rousseau's "Emile" and pass over it lightly. Try to think of each child as an Emile, leading him to educate himself, by providing him the right environment. Encourage him to put outside himself this wonderful self-activity which possesses him. Let him learn his lessons from life and not entirely from books. The kindergarten or Froebel school aims in this direction, even though it does not teach reading and writing. Let this come when the boy or girl is a little older, and in the effort to utilize the mean time, let us honor Froebel, who provided so many means to the desirable end.



THE FIRST SCHOOL YEAR.

KATHERINE BEEBE.

III.

Science Work.—Even the least progressive of our schools have now something which is called science work, and which is given a regular place in the course of study. To many teachers it means a little collecting of leaves, acorns, stones, and caterpillars by the children, and reading-lessons about them. This is a little better than cats and bats, perhaps, and a step in the right direction; but the conscientious, progressive teacher whom I am addressing is not satisfied with this. She wants to know what science work in the school-room really is and how to go about it.

She must know, first of all, that science is another name for God's truth, and that a knowledge of this truth is an *end*, not a mere means of teaching reading and writing. Reading and writing, to be sure, are taught by means of this search for truth, but only because the knowledge is worth acquiring in itself and because children are near enough to God, to nature, to truth, to be interested in the search. The subject, the object, the thing studied, must be worth studying, and one must really study it, really know something about it.

Colonel Parker, in his last book, "Talks on Pedagogics," has said this so well and so emphatically that everyone may understand and know it. It will do no harm to say again, and as forcibly as possible, that all a child's school time should be spent in the pursuit of a knowledge of truth that is worth the knowing for time and for eternity. Surely the study of God revealed in nature is one worthy of our time, strength, and power!

Realizing that you and your children are in a beautiful world, which is a revelation of its Creator, and that you have only one school year in which to study it together, you will go to work to acquaint yourself with the objects, the life, the truth which you wish to present. You will study the subject-matter of your science work until you have something you desire to teach. You will become so interested in it yourself that it will be a pleasure to impart what you know; and having enjoyed making discoveries yourself, you will be wise enough to let your pupils travel

over the same delightful road and discover for themselves. You will lead where they will gladly follow. For your reading lessons you will have something to say about the leaves, acorns, and milkweed pods, which is worth writing on the blackboard. Such sentences as "The apple is red, It is round, It has a stem," will not satisfy you very long, as you remember that the children already know so much, and that there are other things concerning even a little red apple worth knowing, worth reading, and worth remembering.

A lack of knowledge of the subject-matter for nature study is the mountain of difficulty in most primary rooms. This mountain must be climbed if you are to teach reading with science for a basis. An interest in the subject studied, and a sympathy with the child's natural interest in it, will come with this mastering of subject-matter, and both the interest and the sympathy are emphatically necessary if you are to be a true teacher of natural science, and not a dabbler. So whatever you do, or have left undone, O busy teacher, go to work to master your subject, whatever it may be, that you may have the interest that will breed interest in the child, and the sympathy that will draw his whole self to you as you walk the path together.

You ask how you are to gain a knowledge of the necessary subject-matter, and where you are to find help. I answer that you are to open your own eyes to the world of truth and beauty about you first, learn from the children themselves next, and seek the help to be found on every hand in books, magazines, papers, museums, classes, and schools. I know of no one book, however, more helpful to the "common school teacher," to whom it is dedicated, than Mr. W. S. Jackman's "Nature Study." He has told you what to study and how to go about it, for he believes that you must get your knowledge largely at first hand, from nature herself. For this reason, instead of telling you outright what you want to know, he simply sets you to work. Every teacher will see the wisdom of this course, for we know that what we acquire at first hand belongs to us as does no other kind of knowledge. The basis for reading, writing, number, and language lessons, then (leaving literature out of account for the present), is a knowledge of the subject-matter on your own part, gained partly at least at first hand, and experiences on the part of the children which will lead them to discover for themselves what you wish them to learn.

Teachers are apt to undervalue the use of experiences as subjects for lessons. For holding the interest and attention of a child they are unequalled. I refer to experiences other than those necessary for regular science work. To illustrate: Suppose a teacher with some knowledge of birds and a genuine interest in their fall migration, should take a few of her children out for an after-school walk. They may see several birds, note what they are doing, learn the names of one or two not previously known, and on the way home find and possess themselves, child fashion, of such things as mountain-ash berries, acorns, burrs, cones, and pebbles. The teacher with genuine interest and sympathy examines these treasures, and in a few words, when the child heart is warm and open, explains something of their nature and purpose. On the next day the story of that walk is made into a reading lesson; the discoveries and teaching in it are now emphasized. Would not such a lesson be of absorbing interest to the children, and worth the reading?

Teachers may think they have no time for such out-door work, and yet a little of it would save much of the hard labor expended on the average reading lesson. Any experience, whether outdoors or indoors, with the teacher, at home, or with playmates, is an interesting subject to the child. Like the rest of us, he likes to see himself and the people he knows in print or script. Therefore I would add to my science and literature bases for reading lessons, *actual experiences*.

Outdoor experiences, teachers and pupils in company, are essential if science work is to be done. The teacher too often relies on a child's experience of nature before he enters school, what he gains as he goes along from day to day, and on the material brought in. All of these are good and necessary, but they cannot take the place of outdoor work with the teacher. You know how blindly a grown person can go through the world of nature, and if you remember your own childhood you know how blindly you lived in it as a child. You will also remember how a word, an exclamation, an expression of interest from some one you admired, opened your eyes and awakened your interest. Once out of doors with your children, your own sincere interest in the things about you will awaken theirs as nothing else can. Aside from this, the freedom from restraint, the liberty to express themselves with as much noise as they like, wakes the whole child up. His mind is at its best, because his soul is with you as well as his body.

No way has as yet been invented which will admit of a teacher taking a small number of her children out with her during school hours, for there is no one to take charge of the others. Going out with the whole thirty or forty has been tried, and while something can be accomplished, it is not altogether satisfactory. No one, however well disposed, can get very near to forty six-year-olds at one time; and the teacher needs to get at the very hearts of her little people if she wishes to go into the world they love, hand in hand with them. Unless some one can be found to keep at least two-thirds of the school while the teacher goes out with the other third, it will hardly be possible to make excursions except after school hours. It is, however, not only possible, but very practicable, for a teacher to give a half hour, or even an hour, during the good weather, to a walk with a part of her pupils. This sounds like hard doctrine; but virtue will be its own reward, in rich results. The teacher will know her children better, enjoy them more, gather with them a rich store of experience, and discover in nature's own way. As a result she will have a basis for school work which will make the hours spent indoors much happier and more profitable. She will have gained for herself added strength rather than added fatigue.

Remember that after October has gone the good days grow fewer, and that in the spring they are few and far between, even into June. Use the golden days of opportunity when they come, to bring in stores for the winter, as well as for direct science work and observation. Let the children themselves, with your presence for inspiration, gather the acorns, nuts, twigs, soils, grains, seeds, pine branches, and stones which you are going to study later on. Let them, if your school is in or near the country, share their wealth of material with children in city schools, for it will be easy for you to establish communication with some school in a district less favored than your own.

In city schools, of course, the opportunity for outdoor work is limited, even if the teacher has a disposition to make excursions with her little ones. But even in the city there are sparrows and pigeons about the streets, and wild birds in the parks; weeds blossom, go to seed, and have many curious habits; seeds are plenty, and fruit is always obtainable. Vegetables, grains, trees, soils, and animals are numerous; window gardens are possible, and experiences are to be found everywhere. Visits to factories, shops, and yards can be made; city life teems with subjects for thought

and study. We are indebted to the earth for stone pavements, concrete walks, cedar blocks, all building material—and in fact, everything, so that even among brick walls and telegraph poles we are not so far from Mother Nature as some city schoolteachers think. If you find it quite impossible to get out with the children, and depend on objects brought in, do not be afraid of "wasting valuable time" in studying these objects, before attempting to read about them. Remember that the child's mental pictures must be clear ones before written words can recall definite images. Remember that children yearn to handle everything which interests them, and that the sense of feeling is an important aid to the gaining of clear concepts. Remember that studying an object means not only looking at it with the attention that interest compels, but handling it, drawing it, painting it, making it, and playing it, as well as reading and writing about it.

Scientific kindergartening is largely *an appreciation of opportunity* and taking advantage of the same. The word in season, spoken when the child's heart is open, is the word that is long remembered. The teaching of reading can be made more a matter of opportunity than you think. When the child is all alive with interest, then is the time impressions are made by objects, be those objects written or printed words or more concrete things. If a teacher watches for and seizes these opportunities, she can often teach in five minutes more effectively than in fifteen of regular class work. For instance: Jolinny brings to his teacher before school something which is an object of interest to him, and therefore to her. She shows it to the children after school begins, and because they are as interested in it as Johnny, she quickly writes its name, or a few sentences about it, on the board. Other children tell of similar treasures and perhaps furnish additional sentences. Or, in the morning talk, something is said about frost, snow, storm, or wind, which arouses a keen interest and desire to talk. From this subject-matter, while interest is at white heat, the skillful teacher makes a short reading lesson that makes a deep impression. Something happens at recess, at noon: a bird flies in through the window, a moth comes out of a cocoon, a spider drops slowly down from the ceiling on his gossamer thread; all these things awaken the child's interest, and the wise teacher uses this tremendous power to move the educational wheels, instead of letting it go to waste.

FEELING FOR THE BEAUTIFUL AN INSTINCT OF CHILDHOOD.

BERTHA PAYNE.

A STURDY three-year-old came running in to his breakfast in a state of excitement the other morning, swallowed a few mouthfuls, then pushed away his chair and seized his hat, perching it on a mat of yellow curls. "Why are you in such a hurry?" I asked. "Why," he said, "the whole world is covered with dandelions, and I must go out and pick 'em." Who, fortunate enough to be country-born, does not remember the keen delight in the finding of the first hepatica, nestled in their furry coverings? the first "pussies" bending on their long twigs over the rushing brook? the surprise of a golden patch of dandelions, first of the year? To the poet-heart of childhood, the whole round of springtime is a succession of delights, each heart-throb an unconscious response to the outer beauty of creation, an unconscious greeting to the inner divine essence that quickens all things to radiant life.

My heart leaps up when
I behold a rainbow in the sky.
So was it when I was a child,
So is it now I am a man;
So shall it be when I grow old,
Or, let me die.

In this little stanza, grown almost trite by repetition, Wordsworth indicates that quick spontaneous thrill of joy that any lovely things—a strain of music, a glow of color, even the stirring fragrance of the morning air—may waken in the sensitive soul. I say sensitive soul. Do I mean that this receptive warmth exists in the few highly organized beings? Not in the least. I believe that this instinctive love, or, as it is rightly termed, "feeling for beauty," is the divine heritage of every child, often strongest under the most uncouth exteriors.

Why was the world made full of light, glowing with lavish wealth of color? Why are we surrounded with beautiful form in flower, fruit, and tree, in all living creatures, in

the very stones and rocks and in the sculptured gardens of the hills? Why should flowers exhale fragrance, and moonlight lend to the scene already fair, the glamour and witchery of fairyland? Is all this wonder planned by an all-wise Father for the pleasure of the few, the "sensitive souls"? No; for the uplifting of all his children in admiration of his handiwork and in the purest pleasure that can come from material things,—i. e., simple delight in their beauty, regardless of possession. What difference whether this bit of river bank is mine or thine? I see it daily. I drink in its beauty, inhale the fragrance of its flowers, take to heart its lessons of peace, and in this appreciation I own the best this precious bit of earth and water can give, and it is mine!

Just on the edge of one of Wisconsin's manufacturing towns stood a group of magnificent elm trees, grand in size and beautifully formed. The improving hand of civilization has cut down all but one to make way for (Oh, Ruskin, lend me your anathemas!) a factory with its clustering box-like cottages. A friend whose childhood had been spent near the town and who had loved the old trees all her life, passed by one day with her little children. "Do you see mother's elm tree?" she said, half unconscious of her expression of possession. The children seized upon it at once. "Why, mamma, I didn't know that was yours. Do you really mean it?" "Yes," she said, "it is mine." "Why, but mamma, do you own the land it's on?" "No." "Did you ever own it?" "No, never." At last a light broke over the face of the eight-year-old girl (usually called a "slow child"). "Mamma," she said quietly, "do you mean you like it and that is why it is yours?" "Yes, my dear, that is just it." And just as a conscious knowledge of what true possession means began to dawn upon these children, so could we bring it to other children did we but "live it with them."

If beautiful objects are merely in an environment and we have the grace to love them, then are they ours in the truest sense of the word. Owen Jones says in that admirable last paragraph of his "Grammar of Ornament," "We feel persuaded that the Creator has not made all things beautiful that we should thus set a limit on our admiration; but on the contrary, as all things are offered for our enjoyment, so also are they offered for our study. They are to awaken a natural instinct implanted in us,—the desire to emulate with the work of our hands the order, the grace, the sym-

metry, the fitness that God has sown broadcast over the earth." Here he refers not to the few professionally trained for an artistic career, but to every individual in whatever calling. Yes, this instinctive love was ordained for all, and its natural outgrowth, its other half,—"expression." Side by side with this instinctive love of beauty in childhood we find the other instinctive desire, of production,—the desire to create, to put outside of himself in some form the loved idea; and in the crudest drawing or rudest, absurd clay figures, apparently lacking in every element of beauty, we must assure ourselves we behold the testimony of the divine creative power.

The savages in their natural mode of life retain this gift in its simplicity and use it in their daily life. They cultivate it purely and truly as far as they are able.

We civilized savages crush it out as early as possible by plunging our six-year-old babies into what our friend Mantalini would term "one long demnition grind." What had the average schoolroom to offer as food for this craving for the beautiful and natural? Thank goodness that we teachers are beginning to realize that our children's eyes and ears and hearts have a hunger that the mastery of the three "R's" by the old-time process cannot feed, and that the thirst of the imagination may and must be satisfied in the schoolroom. The passive imagination that receives impressions of beauty and order must be appealed to through the study of the living things of nature,—flowers, birds, and animals, with which children have such keen sympathy,—and through the inorganic world as seen in the pebbles, rocks, and crystals, in which they are so readily and deeply interested; through music and poetry, the truest yet the most childlike that can be found. And the active or creative imagination must be led out in countless ways through the works of the hand as well as through utterances of the lips. Whether the form of this expression be set in clay or paper, wood or sand, paint or chalk, the same fundamental principle lives in each—that only as the half-found, dim idea is put outside of the child in some form, does that idea grow in clearness, and the will to execute—the executive energy—increase in vigor. The children's hearts lie close to nature, and it is so easy to awaken them to think, write, and speak and read about these things; and while they enchain the interest we can hold attention, secure real expression of thought,—good language; and throughout all our well-planned lesson, the flower, fruit, or crystal—whatever is the subject—is

quietly but surely impressing its own lesson of beauty and fitness.

Let number lessons, reading and writing lessons, color and form lessons, all be concentrated about the object of interest; then it is possible to gain the best result for the child's whole nature at the least expenditure of energy. Economy of force should be our consideration always.

I think the greatest lack in the school work of today is this: that almost no attention is paid to the development of the affections. The mind seems to be the only part of the human being worthy of attention, yet our lives are the well-springs of action. What we desire, we will have. What we admire, we will strive to be. Everything that touches feeling goes to make up the noble or ignoble man. What is there in the dress, manners, or pleasures of the average man or woman of today to indicate true taste?

If this love for the beautiful was ordained for all, why do we not find it manifested in all? Is it possible that the mass of God's children have been slighted in their endowment of faculties? Is something left out of the make-up of the majority? Not at all. It is, I believe, a question of cultivation. Granting a natural difference of degree, this universal instinct is not shown truly in men's lives, because it has never been developed. And in our cities especially, save in the houses of the rich or well-to-do, what do we find to develop it? What is there in the ordinary crowded city streets, the bare walls of wood and brick, to awaken a true love of beauty? A scrap of green grass beneath and a patch of blue sky above, too often obscured by all-pervading smoke, —these are all that remain to the city dweller of the richness of form and color that greets the eyes of the country-bred. The melody of the birds and insects is replaced by the deafening roar of traffic. The constant change in the passing panorama wearies the eye, and in lieu of gay flowers we have the omnipresent billboard with its gorgeous horrors. Add to this the weariness of both flesh and spirit that comes from deadly grind of mechanical work and long hours, the lot of the mass of the people. It takes away the vitality and reduces the capacity for lively enjoyment. So the surroundings act upon the man or child, and he in turn creates the surroundings, and all seems destined to run along forever in a forlorn and interminable groove. There is no chance for the growth of true appreciation of beautiful things, for there is nothing to appreciate. Nature's scenes are out of the question. Good pictures are not to be seen.

Good music is far off and expensive, and, saddest of all, it would fall on ears that hear not, for the mind has not been led beyond its first childish taste of the simple and crude. But we cannot live without pleasures. Every universal instinct crushed will rise again in distorted shape. Every love has its right or wrong object, every art its right or wrong use; and we find abundant proof of this in the arts and pleasures of those whose instinctive desire for the beautiful is perverted to the low and degrading. Sometimes the result is simply crude and childish; too often it is absolutely vicious. "Annie Rooney," "Ta-ra-ra-boom-de-ay," "Sweet Violets,"—vulgar, sickly, sentimental stuff!—these are our American folk-songs. Compare them with the German Volkslieder, the sweet, simple songs of the German peasants; compare them with the songs that arise from the hearts of those bred in the rugged beauty of the Scotch Highlands, the "Blue Bells of Scotland," "Scots wha hae," and with weird, beautiful Irish melodies,—"Kilarney." Ours is the universal outgrowth of starvation; and yet could we have the children early enough, and were we wise enough, could we not so nourish the germs of a purer love that they would reject this rubbish?

The beer saloons are filled with hard-working men who go there for rest, conversation, and music; the theaters, with those who long for gayety in color and sound; and here they find it in its harshness and crudity, and linked with vulgarity and misleading sentiment. The color love is shown in the bending of all energies to the acquisition of something showy and fantastic in personal adornment. What is the motive? Merely the pure instinct perverted. And why? Because the right has not been given half a chance to grow. Where must it be given a chance? In our public schools. Ruskin says, "A man's pleasure should grow out of his work, as the colored blossom crowns the flower." How can it, when his work is the running of an elevator, dark and ill-smelling, all day long and far into the night?

Would that something might be done to change this state of things! We live where our delights are. Would that this opportunity for true living might be brought to the many; to those whose surroundings contain nothing of nature, and to that more unfortunate class who possess the means to acquire beautiful things, but whose pleasure consists in the acquisition, the sense of possession, not in their true essence.

If we could only begin with the children and develop

love of real beauty—the beauty of order, fitness, use—while impressions are so keen and lasting, then we might insure a certain growth of the perceptive faculties and of the happiness that comes through their use; happiness? yes, more than that—the love of truth, the power to hold ideals. Our enjoyments must either draw us up or down—loadstones fixed in earth or in heaven. I so often think of Browning's poem "Shop," in which he expresses the need of elevating pleasure.

Because a man has shop to mind
In time and place, since flesh must live,
Need pleasure lack all life behind,
All stray thoughts, fancies fugitive?

I want to know a baker paints;
A butcher rhymes for his pursuit;
Candlestick Maker much acquaints
His soul with song; or happy mute
Blows out his brains upon a flute.

But, shop each day and all day long.
Friend, thy good angel must have slept;
Thy star suffered eclipse.
Fate did thee wrong!
From where these sorts of treatment,
Then, should our hearts be,
Christ—how far?

But occasionally—nay, often—one comes across a fresh bit of naturalness that is as grateful as country breezes, and that, too, when one would least expect it.

One morning in summer I was riding on one of our suburban trains. We had made our way from the fresh country to the dirty, smoky, hot city. At the corner of two streets near the heart of the city there is an angle in the tracks. Here in the open triangle of hard-beaten earth trampled by hundreds of hurrying feet each day, a few grains of oats and corn had taken root, and grown up green and fresh amidst the smoke and dirt. Some careful hand had rounded the bed and fenced it with cobble-stones, and further decorated the bit of greenery with a waving bulrush stuck upright in the center. What does this story point to? that even amid surroundings that seem most likely to crush any spontaneous love of God's creations, that divine germ of tenderness remains active. It was not only the greenness, the prettiness of the growing corn, that caused every passer-by, the hurried, to step carefully. It was the unconscious recognition of the divine life prin-

ple exposed through graceful form, tender leaf, texture, crowning blossom. A child looked out from the window and looked into the night. The stars shone clear in the heavens. The night air was fragrant with the odor of cherry blossoms from the tree that lay white beneath the window. An occasional bird chirp seemed the reassurance of one to its mate, that all was well through the still, dark night. Suddenly a consciousness flashed across this child's mind, that all this beauty existed as a result of plan; that somehow the planner must have originated and sustained this beautiful order from the perfect parts of the cherry blossom to the fixed stars in their spheres, and over all seemed to breath the Infinite Love. The fragrance, and peace, and loveliness was borne upon her consciousness as a caress from the Divine Father to his loved children. Had she been older she might have thought with Coleridge—“And what if all of animated nature be but organic harps divinely framed, that tremble into thought as over sweep, plastic and vast, one universal breeze, at once the soul of each and God of all?” Highest of all “animated nature,” the human instrument answers to this influence. The spirit within trembles into music in response to outward impressions. But the child who leaned from the window did not receive her ideas of majesty, of power, of love, from without, and through the senses of hearing, sight, and smell. She received stimulus, impressions, and by the original power of her soul these impressions, conveyed through the keen sense, were perceived by the mind and reflected upon. They passed through the crucibles of the reason and imagination, and the conception of these universal ideas came from within; and the apparent sudden consciousness was not the result of that one night, when the fragrance, the night sounds, the moonlight, and the steady stars were borne in upon the senses, but of a little life made up of just such impressions, received over and over again, and delighted in. Hers was an unschooled, free childhood. We are not purely receptacles. These houses “not made with hands,” not vacant, but “gloriously furnished,” are filled with powers endowed by the Creator. We are simply continually awakened to a realization of our rich possessions,—thoughts, influences received from without. Let me quote from an artist who lived a long life of delight in nature, and who used to say every day, “I feel more and more the duty of delight.” What are the furnishings of these spiritual temples? They are all the powers the Maker has given us.

Some of these powers—the reason, the moral sense, and the imagination—seem to separate us immeasurably from all creatures of which we have knowledge; and being the noblest powers we can conceive as pertaining to the divine nature, seem also to unite us—with the greatest reverence be it said—to Infinite Reason, Infinite Goodness, and Infinite Creative Power. It is in partaking of these divine attributes that we may be truly said to be “made in the divine Image.” These powers of our wonderful being are universal, found in all alike—alike in kind, but not in degree—and in the vast majority they receive such imperfect development that their possessors go through life as though unconscious of their possession.

Yet hope there is for all, in the possibilities of development. Schiller says, in speaking of this unconsciousness, “Free through thy reason, through obedience strong, through meekness great, and rich with wealth that long lay in thy bosom all unconsciously.”

Step by step, stage by stage, we grow into consciousness of our powers, and of the “Divinity that doth hedge us all.” And thus feeling for beauty is one of the first strivings after truth, and, truly cultivated, will lead to a certain attainment of truth. I have dwelt upon happiness; that is not the end to strive for; the goal to which we would lead the children through art study, is a divinely ordained condition of true living.

Only through beauty's morning gate
Couldst thou to knowledge penetrate.
The mind to face Truth's higher glances
Must swim some time in Beauty's trances.
 The heavenly harping of the muses,
Whose sweetest trembling through thee rings,
 A higher life into the soul infuses,
And wings it upward to the Soul of things.

The truth which had for centuries to wait,
 The truth which reason had grown old to find,
Lay in the symbol of the Fair and Great
 Felt from the first by every childlike mind.
'Twas Virtue's beauty made her honored so;
 A finer instinct shrunk back when it saw
 The ugliness of sin, ere Solon wrote the law,
Forcing the plant unwillingly to grow,
 Long ere the thinker's intellect severe
The notion of eternal space could win.
 Who ever gazed up at yon starry sphere
That did not feel it prophesied within?

EDITORIAL NOTES.

MORE FREE DISCUSSIONS AMONG WORKERS.

The symposium program for the current volume of the KINDERGARTEN MAGAZINE is meeting with most cordial response from all sides. Miss Mabel Wilson, of St. Louis, writes: "I am glad you have decided to consider these special subjects. We need to discuss these in detail. We need to discuss the kindergarten as a whole, showing the vital relations of each part, and the great necessity of using them all,—the songs, games, stories, talks, gifts, occupations, lunch, garden work, etc. No kindergarten can be a true one which neglects any of these tools. It should be shown that it is impossible to separate in any degree the practical and theoretical sides of the question, since in reality they are one. The material is only used to interpret spiritual facts. I am weary of the expression 'practical kindergartner.' She is nothing if she is not equally theoretical and practical. Unless she has a theory, how can she be practical? I believe that all of the topics you have named are of equal importance. The only danger in discussing them separately will be the possible failure to preserve the vital relationship of all. Each bears a relationship to all the others, and this alone is what makes each of value."

Miss Laura Fisher wrote earnestly some months ago: "I do not find that the development of the 'externals' of our work is necessary at present, such as form, color, number, etc. The significance of Froebel's method, which lies in the method of development of the *creative power* of the child, needs emphasizing, and which is on the whole sadly neglected in our kindergartens everywhere. If this question can be made one for discussion and development, I believe much good would be done. In the songs, for instance, I would always subordinate the externals of voice and physical culture (though they are very important) to the development of the feeling of relationships, and the hinting and foreshadowing of that 'universal life' of which Froebel never tired of speaking, and which is the *essential* thing. As soon as we develop creativeness and the sense of relationship to all life, through the different phases of

the kindergarten, we are most truly including and securing all the details of culture."

Miss Susan Blow writes concerning the discussions of games and plays in the September KINDERGARTEN MAGAZINE, as follows: "I have looked over the articles in your September issue on songs and games. The tendency to be creating new games will need guidance and check. Do you not think that the dramatizing of stories like the Sleeping Beauty belongs to a later stage of development than that of the kindergarten? It seems to me that for children between four and six years of age attention should be concentrated more on the simple phenomena of nature and human life; in other words, that the child should reproduce *his own life*."

The superintendent of the public school kindergartens of a prominent city writes, under date of October 7, as follows: "I am thoroughly pleased with the September KINDERGARTEN MAGAZINE. It is very helpful. I feel certain that the weakest spot in our work is our games and plays. We are far too mechanical, and I fear that sometimes we are doing the little people more harm than good. As we are connected with the public schools, the children are required to attend in the afternoon. At present we hold until half past two; but I find they grow listless and restless. Ask some one to give us some experience in this matter."

Mrs. James L. Hughes, of Toronto, writes in her strong way, from out as sincere a heart as is to be found among the whole circle of kindergarten workers: "I want to write something for the magazine. I do not know whether any one needs the message I long to make clear, and yet I personally long to make known my views on the relation between the practical work with both the gifts and occupation, to the principles of Froebel. It seems to me that there is so much sentiment in the exercises usually presented, that their real value is lost. Indeed, I often wonder whether it has ever been *found* by most who write and talk on the subject. It seems to me more like stuffing the children with sentimental chaff, instead of stimulating them to personal action. At times it seems a hopeless task to make over the dry bones of our work; but divine power works slowly and surely, and the truth will remain when the chaff is blown away."

The symposium plan is bringing forth the personal views and experiences of many who take another than pro-

fessional interest in the work of education. The parents' associations, mothers' clubs, and study circles are reading the discussions with great interest. We trust their criticisms and suggestions will be forwarded from month to month, that the teachers and kindergartners may have the benefit of the other side of the question. Being "only a mother," as a member of such a club recently apologized, is the highest standard for the teacher, and especially for the kindergartner. The topics arranged for discussion are also presented in the parents' department of the magazine. Room should be made on every home reading table for the KINDERGARTEN MAGAZINE.

EVERYDAY PRACTICE DEPARTMENT.

IN HOW FAR SHOULD TECHNICAL SCIENCE BE TAUGHT IN THE KINDERGARTEN?

With this question several others at once present themselves. What is technical science, first and foremost, and has it any place in the kindergarten? If yes, what are its limits? If no, what shall take its place? Science is defined as "knowledge gained by systematic observation, experiment, and reasoning," or, as Ruskin puts it, "the knowledge of things, whether ideal or substantial." The phrase "technical science" seems here to mean a systematized and coördinated "knowledge of things"; for instance, as applied to botany, the study of the forms of plants, their nomenclature, their classification into species, genera, and orders, would all be included under the term.

Has technical science, then, any place in the kindergarten? Shall the kindergartner try to teach her little folks that the buttercup in the meadow is really a *Ranunculus*? that the robin hopping on the lawn is not a true robin, but a *Merula migratoria*? that the white butterfly fluttering over the nasturtiums outside the window probably belongs to the family *Papilionidae* and the genus *Pieris*? To the first question I answer No, and Yes; No, as far as the children are concerned, but Yes, as a part of the education of the ideal kindergartner, who is the model for us all. "The wisdom of Solomon" is mentioned in the list of her manifold virtues and attainments, and of him it is said, "He was wiser than all men," and "He spake of trees, from the cedar tree that is in Lebanon even unto the hyssop that springeth out of the wall: he spake also of beasts, and of fowl, and of creeping things, and of fishes." To the second question the reply is, Most certainly not! The dry bones of science, classifications, dissections, microscopic work, and so forth—these are for the later years in life.

Meanwhile, shall the kindergartner leave out from her program all science, all nature study, as it is sometimes called? Again, and with double emphasis, Most certainly not! Do not try to teach technical science in the kindergarten, but do invite nature itself to abide therein. Then follow John Burroughs' advice, given in a recently reported

interview: "Let children soak themselves in the atmosphere of nature. Don't stick it on the outside. Let them absorb it. What we want is the love of these things." With a very little child perhaps it is impossible to "stick it on the outside," for the things he is not interested in refuse to stick at all, and so he merely turns aside indifferently. With older children, however, indifference will almost surely merge into disgust, and then has been done mischief beyond repair.

To bring nature's atmosphere into her kindergarten will not be easy for the poor mortal who has lost the "feeling for nature"; but something can be done toward regaining it. Read the poets who describe the life of nature; read, too, Thoreau and Burroughs and Bradford Torrey, the English Richard Jefferies, and Gilbert White, of Selborne. Live outdoors and watch the bees and the butterflies, the growing green things, and the birds and animals. Think about the changing seasons and the visions of the sky, until by and by you will find yourself seeing and hearing a hundred things you never saw or heard before, and so coming into a richer and deeper enjoyment of life. And there is one of the arguments for fostering in every child the love of nature. That enjoyment which comes from an appreciation of nature, its beauty, its charm, its power, is one which is not only free to all men, but always pure and ennobling.

Froebel's plan for a garden and living pets in every kindergarten shows us how and where to bring together the child and nature. Further, as Miss Blow in "Symbolic Education" justly says, "The symmetry of the kindergarten system is much impaired by our failure to carry out in practice Froebel's suggestions with regard to gardening and the care of pet animals. To dig gardens and cultivate plants are just as truly kindergarten exercises as the plays with balls; cubes, tablets, and sticks. The same is true of the care of animal pets. We have been supinely negligent in both these matters, and, intrenching ourselves in the sluggard's fortress of 'impossibility,' have refused to make the earnest effort to which all so-called impossibilities surrender. . . . What kindergartner cannot get a large box for a general garden, and a special flowerpot for each child? What kindergarten need be without pet kittens, a hen and chickens, and an aquarium?" These would acquaint the child with the beginnings of botany and zoölogy. The sunshine may be the open door into astronomy, and the smooth pebbles picked up by childish hands may point through

mineralogy into geology. So with crystallography, with chemistry and physics; indeed, many if not all of the sciences may be introduced into the kindergarten in embryo; but it should never be with any attempt to teach scientific terms, or to do more than develop the child's love for the world that surrounds him, and through that love help him to the recognition of Him who is the Creator of all the life and beauty of nature. Growing naturally out of this wide-ness of interests would come instruction in the elements of many studies which Superintendent Balliet recommends for the younger children in school.

It is a recognized fact that the sciences do not hold the place in the *curricula* of schools and colleges in this country which they once did. The same is true of England and of Germany. Seeking the reasons for this loss of place and interest, various causes are found to be at work. Different methods of teaching are in vogue, which repel rather than attract the youthful student. Microscopic work in the laboratory has taken the place of actual study by brook and roadside. The boy no longer begins natural history by making collections from field and forest. Another cause is the advance and development of what President Hall names the "bread sciences," such as electricity and organic chemistry, whose commercial value is of constantly growing importance. Again, the steady increase of city populations, with corresponding loss in country districts, has a large share in this decline; for city life takes from children in great measure their birthright of close acquaintance with nature. Here is the kindergartner's opportunity. She is not required to teach the sciences—indeed, she ought not to attempt it—and so she may guide her small flock in the paths which lead direct to nature. Many years in the future is the question of choosing a trade or profession, and her only task may well be to cherish that love of nature which, following his individual bent, will lead each child when grown to manhood to make choice of his life work because it beckons him irresistibly, not because it offers the greatest opportunity for money-making. Then will come the golden age of science!

And moreover, the kindergartner must seek to do for the city-bred child what his surroundings do for the country-bred child. An experiment made in Boston in 1880, under the direction of President G. Stanley Hall, is of interest on this point. In September, just after the opening of the school year, about two hundred children were ques-

tioned in accordance with a carefully prepared schedule, in order to obtain "an inventory of the contents of the minds of children of average intelligence on entering the primary schools of that city." A few of the percentages of ignorance among these children are as follows: 77 per cent had never seen a crow; 63 per cent had never seen a squirrel; 33.5 per cent had never seen a chicken; 87 per cent had never seen a pine tree; 54 per cent had never seen a growing rose. Would not almost all country children of the same age know by sight, if not even more intimately, the crow, the squirrel, and the chicken, the pine with its cones and needles, and the rose on its bush?

Not alone, however, by striving to surround her children with the atmosphere of nature will the kindergartner succeed in developing in them that love of nature which is to be the basis for all after teaching in science. With it must be mingled the atmosphere of myth and folk-lore in which lived and breathed primitive peoples. In an article in the *Pedagogical Seminary* for October, 1894, Mr. Wm. A. Hoyt says: "There is little doubt, from all we are coming to know of the child, that in his flitting fancies are to be seen traces of about all the outgrown superstitions of the race. If his individual development does run parallel with that of the race, it must needs be that science, instead of exterminating superstition, as she strives to do in the adult, should rather foster it in the child. If she makes war upon it prematurely, she destroys her own foundation. Crude and fond myths lying so warm and so long about the heart fertilize the roots of love of science in childhood. They are the pledge and mold of a feeling toward nature which must not be too early intellectualized." Nor can this paper be better closed than by quoting again from Mr. Hoyt, asking only that the word "kindergarten" be read in place of school: "We may abhor paganism, as the ascetics did the body, but it is the condition of science; and the flower cannot be complete unless the roots strike into a rich, deep, dirty soil. Thus whenever we can teach out-of-doors, have school excursions, substitute real flowers for their pictures, growing ones for picked samples, living for dead animals, dead ones for stuffed specimens, the environment of nature for that of the schoolroom, we foster the true love of nature. The spirit of botany is where the flowers grow; of zoölogy, where creatures thrill with the joy of being; of geology, where the rocks are found; of astronomy, in the silence of the open air—silence save the music of the spheres!"—*Martha L. Sanford.*

THE KEYNOTE TO SUCCESSFUL PROGRAM WORK.

All kindergartners are more or less agreed regarding the desirability of freedom in the games and plays of the children. After reading the article which appeared in the September number of the KINDERGARTEN MAGAZINE, on "How shall We Develop Spontaneity in our Plays?" I was prompted to extend the plea to more spontaneity in the use of the gifts and occupations at the daily work table. If we view the kindergarten as a composite unity we must have equal freedom of expression in every part which contributes to the unity.

We have all heard the following questions asked, and many of us have asked them ourselves: How do you hold the interest of your children in the gifts? How do you introduce them? How do you connect the gifts with the occupations and the games? Can you always have your gift lesson reflected in the hand work? How much dictation exercise do you give, and how much free play? Infinitely more questions about when and how to introduce form, number, color, stories, etc., are constantly on the lips of our workers. Who is to answer these questions so that the answers shall solve the varied problems of the many questioners? There can be no ready-made rule which can be applied to order, and our kindergarten training does by no means crack all the nuts for us. There we are given the principles which should govern our work, but it is our work to apply them. There we study the gifts and occupations, we work with them "logically" and complete certain "schools" of hand work, and trace out the principle of continuity in them. We all grant the great benefit which this systematic work has been to us, and rejoice in the skill, the *technique*, and unique information gained by the way. But is this same complicated, intellectual training necessary to the little children? When we attempt to give them the same problems over which we stumbled, are we not imposing upon them methods disproportioned to their needs? Why do we fail to interest the child in the "school" of weaving, or the laying of geometric forms by dictation? Is not this failure a sign to us that other methods are necessary? Are we not unwilling to yield up our training-school *technique* in favor of the child's native methods? At this point every kindergartner is tested and tried: how shall she *apply* her knowledge of principles to the practical training of little children? Then she sets about the work of

studying the children, finds this to be of primary importance.

Here are the gifts and occupations. What is their office? They may be used as an end in themselves, or as a means to an end. Both of these uses are common in our kindergartens. The cube may be studied as an end in the training school, to enlarge the student's resources. In the kindergarten it should be used (not studied) as a means by which the child expresses himself. Each kindergartner must decide on which of these two methods she will follow with the children, and upon this decision will depend the degree of spontaneity and freedom with which the gifts and occupations are handled in her presence. If she considers these tools of her work as a means to an end, many of the vexed questions, which arise from the mistaken effort to give the child literally what she has received in the training school, will vanish. Shall we study the piano, or shall we study music? Shall the gardener observe and describe and analyze his tools, or shall he use them to make a beautiful garden? Can we expect children to be interested in the gifts or any educational material, if these are to be studied in themselves, instead of being used as a means to build about them a beautiful world? Let us look at the above questions from the standpoint that the materials are a worthy means to an end. How do you hold the interest of the children in the gifts? The child is eager to use any material to express his ideas. He is interested in the material in the proportion that it serves his purpose. If you wish him to use certain material to tell a certain story, see to it that he has the story or thought clearly in his mind. The child must be *filled* with the thought before it can overflow. Colonel Parker calls this the "intensity of the intrinsic thought." When the child is filled with the thought (whether it be of nature, of the season, or of the home), the work of the teacher is finished. Before the teacher can arouse such intensity of thought in the child, she must possess and present sufficient suitable subject-matter. The kindergartner understands this condition very well. Froebel and Pestalozzi have shown us how to bring the child close to nature, as the best subject for thought and intrinsic feeling. If we err or fail here, it is because we have not *felt* the importance of such teaching. The kindergarten materials are tools and mediums by which the children may express thought. Let us not look for this expression when we merely push the tools into their hands, without giving them at the same time food for thought.

How do you introduce the gifts and occupations to the children? Create a need for expression, and they will introduce themselves.

How connect the one gift with the other? If the thought presented to the children is vivid and clear, the same thread will run through all the work and play of the kindergarten, and every phase of the material will bend to the common purpose, have its place relative to a common idea.

Can you always have the occupation work reflect the gift lesson? We aim to have both reflect the *thought*; then they will reflect each other. Connection of thought and the expression of this connection is our aim. It is not enough to fascinate the child, to find certain similarities in the materials. Connection in the material will follow when we find the predominating thought.

How much dictation do you give the children? If we have aroused this intensity of thought in the child, by means of interesting subject-matter, be it story, picture, or nature study, there is no need of dictation exercises. If we fail to do this, we are forced to resort to dictation. We have been afraid of free play, and have not dared to allow it, because the children have not had definite and sufficient thought by which to be controlled and guided. Having nothing to express, their activity has assumed the form of license, and we had occasion to fear. If the gifts and occupations are given in a stereotyped manner, our songs, games, and morning talks will be as little spontaneous. The children will wait for dictation. Our kindergarten will be a dead thing. Starving the imagination is as fatal as starving the body. "Activity is the law of the child's nature. Helplessness is the product of too much help. When the child will not express, or merely imitates what others have done, it is because there is no motive; he is not impelled by thought; he may try to make, but what he makes is an isolated thing, with no thought correspondence."

Have we not all been guilty of studying and teaching the gift? Have we not given lessons on form, number, color, position, direction, and size as an end in themselves, instead of seeing them all as beautiful helps which enhance the idea? We have introduced conventional, dead forms and colors first, then traced back to nature to find their originals in the living fruits and flowers. Instead of smiling when the child says the rose is like our red ball, we should rather rejoice in the little girl who describes yellow as the

"jonquil color." To such a child the cylinder lives in the tree, the lesser in the greater. Her ideas of lines in their variety were derived from the upright trunk, the slanting branches, and the curved lines of the leaves. When she took up her type forms later, these were living, interesting facts to her. Counting the legs of the grasshopper made the counting of the corners of the cube less unrelated.

The main obstacle which stands between us and broad, spontaneous hand work, is our own unwillingness to accept the crude work of the children, and lack of insight and appreciation in failing to find the traces and promises of future good work in every effort. We dare to improve the children's work, and rob them of their conception, making of the sincere though clumsy effort a falsehood. The only standard by which to judge of the work of the children is, How much thought does it express? The finish and the appearance are minor considerations. We do not judge of the composition of an Oliver Wendell Holmes by his penmanship.

We must not hold too closely to the logical sequence of material, at the sacrifice of those incidental experiences with which every day bristles, and which can be turned to good account. Let the idea govern, and logic, sequence, and order will appear on all sides. The child who is encouraged to follow the thought need not be drilled through schools of work to find the law of sequence, but will see it in everything about him and put all things into connection. The program of the kindergarten will in the same way grow from week to week, advancing as each new thread of suggestion or experience is taken up by both children and kindergartner.

The following ten points are good milestones in arranging a successful plan of work:

- I. Select as your central subject some inclusive, universal principle.
- II. Note what symbolic or spiritual thought it foreshadows.
- III. What relationships does it illustrate and emphasize?
- IV. Determine what means you will use to express this thought, such as stories, songs, games, gifts, occupations.
- V. Have a definite point concerning the central subject to make in each lesson, and see that this is clearly understood by the children.
- VI. Place the child directly in contact with the natural object or experience which best illustrates your point; be-

gin with such a phase of your subject as is of immediate interest to the child, not merely with something you wish to say on the subject.

VII. Make a complete list of the gifts and occupations, the materials available for use in carrying out the thought,—painting, modeling, drawing, sewing, cutting, pasting, building, etc.

VIII. Start your thought and select the materials and means which will best express it. Let your form, color, number, size, position, line, direction, run along with the idea. Let it enhance the thought, but do not sacrifice the thought to the form, position, etc.

IX. Deduce type forms from the natural objects. Deduce lines from lines in nature. Deduce color from nature. Never lose sight of the nature thought. Keep it parallel with all technical lines.

X. Set the tone of your work in the morning talk, and do not lose a moment in mere "talk." Tell what means the most to you, and let your own sincere interest and knowledge give the color to what you say, rather than any superficial sentiment.—*Bertha Hofer.*

AUTUMN.

What is the song the children are singing
This Indian summer day?

What can it be the tall trees are flinging
Across the children's way?

"Oh, summer has gone, and autumn is here!"
That is the children's song.

And the trees send nuts to the children dear—
Nuts they have guarded long.

And the squirrels run 'mid the brilliant trees,
Whose leaves are red and gold,
And I am sure they hope that no one sees
Where their store of nuts is rolled.

And oh, what is it the brook is saying
As it runs to meet the sea?
And where, oh where, are the dear birds staying
Who used to sing to me?

"It is brisk Jack Frost who is coming near,"
The glad little brook sings low;
"And safe in the South are the birdies dear,
Far away from the wind and snow."

—*Grace Hurd Howell.*

THE BEST BOOKS FOR A SCIENTIST'S LIBRARY.

(Read before the Illinois Woman's Press Association.)

Some time ago I was requested to speak to this association upon the best books for a scientist's library. It was equivalent to being asked to enumerate the best tools for an artisan's outfit without there being designated any special trade. As a matter of fact the sciences are about as numerous as the trades, and require as diverse an equipment. There are the three great sciences, physics, chemistry, and biology, of which physics has the subdivisions of astronomy, geology, mineralogy, dynamics, meteorology, etc., and their subdivisions. Besides these there shines the great constellation of mathematics, or the exact sciences.

One cannot be that delightfully vague creature, "a scientist," in these days. He must be a specialist, must devote himself to the investigation of a pin-point in the universe of facts, if he is to earn the name of scientist. And as to tampering with his library—well, it would be neither instructive nor entertaining to this audience or any other, to be given a list of books necessary to the library of any one of these special workers. The outsider certainly would not care for it, and the scientist himself would show no gratitude whatever. He needs no suggestions; his library grows with his work. It is a true process of evolution; his books are mostly technical, and he gets them as he feels their need. Moreover, scientific books are constantly changing. As knowledge advances—and in the world of science it *is* advancing—the book of yesterday is valueless in the light of the knowledge of today.

There are a few books, however, which ought to appear in every scientist's library, no matter whether he spends his nights gazing at the stars or his days poring over culture flasks of bacteria. I will enumerate some of them:

The works of an ancient man—or men—called Homer; of a modern one called Shakespeare; of a great thinker and honeyed speaker called Milton; of a rugged Briton hight Carlyle; of a milder-mannered man known as Ruskin; of a gentle soul, Charles Lamb; of a captivating story-teller, Dickens; of his brothers, Scott and Thackeray; of a sweet singer, Tennyson, and of a score of other great producers.

That is to say, if I had the filling of a scientist's shelves, I would stuff every unoccupied corner with *humanizing* influences.

If he were a naturalist I would—figuratively speaking—

interpolate "Daniel Deronda" and Dante's "Inferno" between his tomes on comparative anatomy. I would adulterate his fish literature with Greek mythology, or his bird books—all given over to the fragments of birds, and devoted to discourses upon the number and arrangement of their primary and secondary wing feathers, or the gape of their bills, or other erudite matters—with Michelet's book on the bird, which hasn't a word to say about their primary feathers or their alimentary canals, but nevertheless leaves one with a very human regard for the feathered creatures, resurrecting them from their tombs of dry skeletons and anatomical specimens, and presenting them as living and lovely beings.

In short, a specialist, in whatever field, lies in danger of becoming a mental machine, its works always wound up and set running by the same key, to the loss or the weakening of his other possibilities.

The student should first be good human, then good specialist, and his library should convict him on both sides.—*Margaret W. Morley.*

CHARCOAL AS A MEANS OF STORY-TELLING.

In the child study, now occupying the attention of educators to a very marked degree, the fact is recognized that it is the teacher's province not to dictate, but to direct; that the teacher, if he would be successful, must himself be teachable. He, then, becomes the learner, and, by studying the child in his most spontaneous moments, learns something of what nature intended him to be, in contrast with the artificial product which conventionalities have made us.

In the millennium, "A little child shall lead them."

In all such gleanings much wisdom is required to separate the chaff from the wheat; the transitory from the permanent; that which gives momentary pleasure, from that which contains the germ of true child-growth.

I am to say something of charcoal as a means of expressing ideas. I shall have nothing to say of the technic of charcoal, which, under existing limitations of time and the absence of academic training in the general teacher, should properly be relegated to the art schools, or the more advanced higher schools, artistic "handling" with the pencil being all we can reasonably hope to attain with younger pupils.

The proper use of the pencil is attained by the youngest with conscious effort, and his attention is necessarily divided between the thought to be expressed and the manner of expression. It is evident, then, that forms drawn by the young child with a pencil should not be too difficult.

The simplest story is full of complexities, and the mental energy of the child is greatly taxed to grasp all of its delightful details.

An observer of children is often astonished at the quickness of their mental perception. Given a thought almost or completely within its comprehension, and the mind seizes upon it with the same avidity that the appetite does upon some tempting morsel. The healthful imagination forms an almost instantaneous picture, but the image is fleeting. Charcoal being an unresisting medium, the child can forget his material and think only of the story; and with no other medium can so quick a record of impressions be made. Herein is the value of charcoal in story-telling.

Given a familiar story like "Jack and Jill" repeated by the teacher, and the riotous imagination of the nursery, tempered by the wholesome restraint of the schoolroom, demands an opportunity for expression. With a sheet of paper—not too immaculately white, lest the thought of soiling its pure surface awaken timidity in the child's heart—and a piece of charcoal, he makes his picture. The child is radiant with happiness. He tastes the joy of creation—this little "man made in the image of God."

He exhibits his picture triumphantly, supremely unconscious of any incongruity in the fact that Jack and Jill, bravely trying to do their little part of the world's work, ascend a hill upon the left and come tumbling down a hill on the right, to reach which they must have had eagles' wings. The adult mind sees the incongruity, but the child has boldly told the main truths,—courage in attempting a difficult task, companionship in labor, and a catastrophe which is not final, because the hillside spring still remains.

Or the less familiar myth is read of Phœbus yielding to little Phaëton's entreaties and allowing him to drive the chariot of the sun. The little boy, unable to hold the fiery horses, drives too near the earth, setting mountain tops on fire and making whole countries deserts. Then comes that bold leap through space by which Phœbus reaches the chariot and successfully guides the great car back into its old path.

Here again, the child, forgetting his material, his whole

thought concentrated upon the picture, is able to represent the incident or incidents that have impressed themselves most upon his memory, and the crude picture of little Phaëton bravely holding the reins while his father is making the tremendous leap which is to save him and the world from destruction, appears upon the paper.

This picture, of which he is the proud creator, is dearer to the boy than the most careful study of an artist would be, and is of infinitely greater educational value. Later, the artist's work will have more beauty for him and will teach him his own limitations.

In drawing direct from nature, as groups or avenues of trees, the child often produces, consciously or unconsciously, surprising effects of light and shade; and these accidental effects, as they may be called, appealing to the eye are recognized as true, and the next similar effect is consciously made.

In all story-telling the emphasis must be upon the *thought*, and that medium is best which encourages most freedom of expression in the child. The power of rapid expression is invaluable, whether it be a Raphael who seizes a piece of charcoal to sketch upon a barrel head a beautiful face, which later grows under the master hand into a famous madonna; or a Millet recording from memory impressions gained while walking in the woods, or while conversing upon art with his friends, making little off-hand sketches to more clearly express his thought; or an Alma-Tadema sketching noted artists at a council meeting of the Royal Academy; or only a little American, who probably never will be famous, but whose thought will be clearer and enjoyment greater for the development of this power.

In this paper I have spoken of the *little* child; but with older boys and girls there seems to be a choice of charcoal as a means of story-telling, where large surfaces are to be covered or the drawing is to be very bold.

The use of charcoal in this way is a recent experiment, and it cannot yet be told to what it may lead. At present we are living and learning, and finding some encouragement in our work.—*Sophie Durham.*

"LET us play hunt the acorn!" was the animated proposition of a bright child in one of the city kindergartens, where the nuts were made at home during the month of October. He merely substituted the brown, rough acorn for the thimble in the old familiar home game.

SOME STONE-FLOWERS.—A STORY FROM MOTHER NATURE.

Once upon a time, so many, many years ago that the little folks in the kindergarten can only *begin* to count them up, there lived some curious little stone-flowers. Their home, instead of being on the land, where most flowers are found, was on the rocks deep down under the water. It was a pleasant home to them, however, and they lived and grew just as happy there as are the land-flowers that nod to each other in the summer sun. To look at, they were much like the garden asters with their dainty fringe of petals around a lovely tinted center, only the center of each stone-flower was a bit of something like jelly, from which delicate threads spread out in every direction. From under this jelly-like center a sort of stem reached down and fastened the stone-flower to its rocky home.

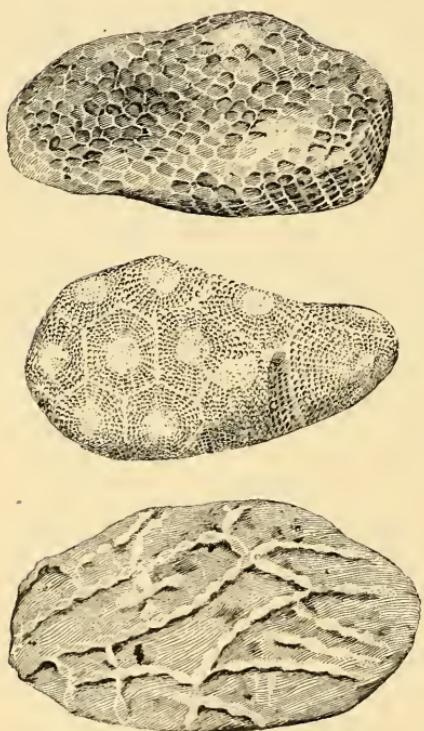
But this stem was unlike that of the aster, which is one kind of vegetable, you know; for it was a stomach, and the jelly-like center was the mouth opening into it. For this wonderful creature, or polyp, as it is now called, although it looked so much like a flower, was really an animal, just as much as a cat or a dog is one. The delicate threads fringing the center were used as feelers with which food was gathered and put into the mouth. With the lime they found in the water in which they lived, the tiny polyps—for they were very small indeed—made many curious forms. Some were like the honeycomb in which the bees store away their sweets; others were star-shaped, many-sided, and beautiful; while another kind looked like the chains of paper links that you little folks are so fond of weaving.

When one polyp had worked long enough, there came out on its side little bunches or buds, that grew and grew till other polyps had been formed. In this way there came to be large groups, with thousands or even hundreds of thousands in them, and all through the patient labor of each little polyp, day by day. As they worked they stored away the lime along the outer side of the stem, making it like a rocky wall, but were careful never to put any of the lime in the jelly-like center or in the stomach; can you tell why? Only think what a gay picture they must have made! so many bright-colored little animals—orange, yellow, crimson, and purple—grouped together. Among them were those of a sober hue, some being almost black, thus making a pleasing contrast. Each of the thread-like feelers was fringed with very fine hairs, and these, waving about, added greatly to the beauty of the stone-flowers.

But the life of the polyps was not all pleasure by any means, for very sad things very often happened to them. Sometimes, as they worked and builded their limestone forms, larger animals swam around them and fed upon the soft, jelly-like centers; or the fierce waves tore the rock to which they were grown fast, away from its place, and tossed it this way and that, till they were all carried away to a great distance, and many of the stone-flowers were lost on the way.

But the brave little polyps didn't give up, even then, but went right on working, and soon other stone-flowers had taken the place of those so rudely torn away.

Then came greater changes; for this earth that we find so pleasant was then only getting ready for man to live upon it. Terrible earthquakes would lift the surface of the earth in one place, or lower it in another, till the land and water often changed places. Thus it was that the little stone-flowers were at last left high above the waves. The soft mud in which they were lying was dried until it was as hard as rock, and the polyp groups went through many trials. Their jelly-like centers and fringes were swept away



or crushed out, leaving only the shapes in stone to tell the story of their life and work. Fragments of these the waves are now washing up upon our lake shores, broken and worn by the action of the water; or we find them looking out at us from tall limestone cliffs. Even you little children may pick them up from among the pebbles of the meadow, or by the wayside. They are called fossils, because they were made such a long, long time ago, and by little animals that are not living now. As you turn them over and study their

curious forms, think of the story they can tell,—a story of work well done each day, of long years of patience and suffering, till at last, in the bright sunlight of today, we learn from them how wonderful are the works of God.—

M. Helen Jennings.

MISCELLANEOUS MATERIALS USED SUCCESSFULLY IN SOME SCHOOLS.

During the daily lunch time in a large private school, the children of all classes were encouraged to preserve the seeds of the fruit. At the close of lunch a child went about from child to child to gather up the orange, apple, or grape seeds, or peach stones, as the case might be. Great interest was always shown by the children, who counted and examined the seeds before they were taken. The seed box was kept in a dry place, and on the occasion of a rainy day, when recess time must be spent indoors, the children were allowed to sort and tie up into seed packages the various kinds, or play at seed store with them. The seeds scattered by the bird in the cage were all carefully gathered from the floor and returned to him for his dinner. The busy work with seed laying was always a great delight to the children, who preferred the less beautiful seeds from the lunch box to the more attractive supplies furnished by the school.

In a small private kindergarten where there are many young children, a box of large two-inch cubes is kept within the reach of the youngest. The free building allowed with this larger material gives rise to individual effort, and tests the power of the children in a way which makes the later, more organized work at the table far more meaningful. A similar provision is made in some German kindergartens, where large building "logs" are supplied in one corner of the play garden. These logs are a foot or more in length, three inches wide, and one inch thick. Several hundred of these are kept neatly piled against the fence, and the children are expected to leave them in good order. This bit of voluntary discipline has its good uses on the playground.

On a recent visit in a Swiss village kindergarten, the children were found busily engaged laying out the school gardens. They used the large sand table for the basis of their landscape gardening, outlining paths and garden beds with the pebbles and shells they had gathered from year to year. The pebbles were washed entirely clean, thus

made attractive, and laid into the sand with great regularity, being sorted according to size. The shells were old friends to the children with the exception of a newcomer, who was informed with great eagerness by the others, what were the best uses for these tiny shells. "They make such good saucers and dishes. Sometimes they are pocketbooks that open and shut." The pleasure in self-found materials was indeed evident. In the same kindergarten the sticks used for outline work were much larger than those customarily found among the supplies. They were an eighth of an inch square and from three to five inches long. The pictures made with this heavier material were very effective, and at the same time the design was more permanent, not being easily displaced.

The dry twigs from the pine tree, from which the needles have fallen away, have been used to make rustic furniture, answering much the same purpose as the pease work. The twigs of different lengths are fastened together with pins to make rustic benches, chairs, and arbors. The soft brown color of the dry twigs and the daintiness of the completed objects, produce an attractive article. A set of furniture made from the wooden slats was one of the unique features of an exhibit of World's Fair work. And again, the scraps of ribbon and tape were used to weave seats for heavier furniture.

The acorn dishes which each succeeding generation of children has rediscovered with fresh delight have been found both useful and ornamental additions to the kindergarten corner cupboard. The dainty baskets made from nutshells and the watch charms produced by cutting a walnut shell into sections, preserving the star form found within, have all their fascinations for children. In a certain wayside inn there hangs an elaborate corner bracket made from the sections of walnut shells carefully cut and oiled to bring out the rich brown color.—*Amalie Hofer.*

SLOYD SUPPLEMENTARY TO THE USE OF KINDERGARTEN MATERIALS.

Sloyd has perhaps a more self-evident connection with the gifts and occupations than with any other means of expression employed in the kindergarten. The acquirement of that manual dexterity which shall render more facile and perfect the training of the mental powers, begins with the work of the gifts and occupations suited to the tiny hands

and limited capacities of the kindergarten children, and merges into the effort suitable for the larger minds and bodies of the school boys and girls, ready for the sloyd benches and tools provided them.

The interchange of mental and manual application is carefully preserved in the kindergarten; but in later school life there is a tendency toward protraction of mental effort and entire abolition of manual training, with the exception of certain schools specialized for that more perfect method of education.

But the coming recognition of the educational value of manual training is a large part of the mission of Froebel and the kindergarten in education, and it is upon the gifts and occupations of the kindergarten that sloyd is grafted.

The fundamental mathematical relations first presented to the child in the ball, cube, and cylinder, expand and develop into the beautiful intricacies of geometry in the forms and constructions of sloyd. The crude creative effort first aroused by contact with the plastic clay grows vigorous in the more sustained effort required to shape the more stubborn, unplastic wood.

Every thought embodied in the gift and occupation work of the kindergarten finds a fuller, larger meaning in the relation of sloyd to the schoolroom. Unless this growing capacity for working and making is continued, a cord of the child's development, as it were, is cut and dropped, as when the six-year-old is promoted from the table and circle to the desk and blackboard. The word and number work, and much of the form and color work, are as a rule carried forward to feed the expanding child mind; but the channels of expression opened by the use of the gifts and occupations are only too frequently closed and sealed. Sloyd may well be presented as the solution to the question, "After the kindergarten, what?"—*May Henrietta Horton.*

KINDERGARTEN MATERIALS USED IN SCHOOLS OF THE DEAF.

We reprint the following interesting statements from *The Educator*, bearing most practically upon the uses of the Froebel gifts and occupations with deaf children. We believe that this test of the so-called kindergarten method of presenting the materials and objects to non-hearing children, has some wholesome suggestions to kindergartners working with hearing children. The last paragraph of the

article is well worth the repeated reading of every active kindergartner, as it restates the true object of the kindergarten work,—viz., that of developing the child and not the materials, whatever may be the limitations or deficiency of the former. Mr. Edwin Thompson, author of the article, says:

Surely some connecting link between the wild animal life of infancy and the confinement of school is necessary; and the kindergarten, as far as hearing children are concerned, seems to fill the requirement admirably; but does it not need considerable modification to adapt it for use with the deaf? The proper use of Froebel's gifts requires normal children. The swinging, tossing, rolling of the colored balls, the subdivision of the divided cubes, and the arranging of the blocks, splints, and rings in the forms of natural and artificial objects, in the true kindergarten are accompanied by bits of verse, story, and song. It is impossible to use with beginning deaf children the language which adds so much to and is such an important part of the use of the gifts.

In a suggestive program for the use of the First Gift, published in *The New Education* for February, 1893, I find the first day outlined as follows:

"The child has come from home. Perhaps this is his first experience away from mamma; therefore the first work must be based on home life."

The day opens with two songs about the hands and fingers. There is a talk about home. The fingers are named Mamma, Papa, Brother, Sister, Baby, and a "good morning" song is sung to them.

A story follows of Mamma's search for a suitable present for Baby, and the First Gift is introduced. The "good morning" song is repeated, substituting the names of the balls for those of the members of the family.

The red ball is then taken as the basis of the rest of the day's work. A special song is sung to it. Things in the room of the same color are named. The ball is moved "Front, back," "Right, left," "Up, down," and "Round and round" in time to a song.

With the elbow resting on the table, the forearm is held upright with the fingers spread out to represent a tree; the red ball is hung from one of the fingers for an apple. A child goes around with a basket and picks all the "apples" and "puts them away for winter use, or to be given to needy persons."

"Apples" are drawn with red crayon on the blackboard, using both the right and left hands; also on small round pieces of cardboard to represent plates.

Two or three games with songs follow, then a small red circle is pasted in the center of a large white one; this is a fruit plate with an apple painted on it for Mamma. The "Good-Bye" game closes the day.

Each of the five other balls is given a day to itself in a similar manner.

For hearing children, a school session spent in this way would be most delightful and instructive. The language of the songs and stories is simple, and the actions illustrate the words. But what does the deaf child get from such a use of the balls? He does not know the word "ball," the names of the colors, motions, and directions are unknown to

him; the resemblance between arms and trees, and balls and apples, would probably never occur to him. He could simply swing and roll and toss the ball in imitation of the teacher, but would lose all the lessons intended to be taught by those actions.

In a paper on the "Advantages of Gift Work with Deaf Children," in *The Educator* for September, 1893, page 127, Miss Partridge says: "To my mind, the best results are obtained by employing the first six gifts in regular order, introducing the others as may be necessary to secure variety and keep the exercises from becoming tiresome and distasteful to the children."

As far as I know, nowhere has the problem of the transition from home to school life been solved so well as at Northampton. Those who have attended the summer meetings of the A. A. P. T. S. D., at Lake George, have seen the work done. But the work as presented at Lake George and in the report gives a very inadequate idea of what it really is. It should be seen and studied in the class room, and the growth of the class watched from day to day.

For those who have not seen the work it may be necessary to say that it is in no sense kindergarten work; yet it serves the same purpose with the deaf that kindergarten work does with the hearing,—viz., to lead the child's mind, by play, from play to regular lessons. So gradually and skillfully are the exercises conducted, that before the child is aware of it, some simple motion of the lips or tongue, which he thought was but part of a play, becomes an element of speech. The imitation of certain forms with splints and crayons soon leads to writing; and the finger tips acquire great delicacy in recognizing vibrations. It is true that in this work kindergarten materials are used, but not in the kindergarten way.

The object of the work is not to lead the child "from the solid whole to its smallest part, to the extreme limit of mathematical divisibility," but to so train the senses of sight and touch as to be of the greatest possible use to the child in acquiring speech, lip reading, and writing.

THANKSGIVING POSSIBILITIES.

In this, the fruiting time of the year, when all nature is overflowing with the harvest and fruition, need we kindergartners lack for inspiration or subject-matter for our work? How shall we bring all the treasures of the great earth into related knowledge to the children? It is of the deepest importance that we select the essential, typical, inclusive forms in nature and animal life, in order that the child may have definite impressions. From the opening day in September to Thanksgiving Day we have been busy with the bees, squirrels, trees and plants in their preparation for the coming season. We have watched the farmer gather in the ripened grain, and the effort to provide for others which is being made in every family circle. If this work is carefully and naturally carried forward, the children readily seize upon the universal interdependence of man and animal, and

on Thanksgiving Day are ready with voluntary thanks to the Creator of all things. In this preparatory work it will be most profitable to spend a few hours in outdoor excursions with the children. The city children will enjoy gathering seeds, roots, fruits and berries, talking of their uses and their service to man. The wild-rose seeds, the mountain-ash berries, and thorn apples can be gathered in to beautify the schoolroom.

What central thought shall we seek to bring out of the story of Pilgrim and Puritan? Shall it be a historical story merely, or shall it type to the children the race struggle to do right for right's sake? Every detail of the work can be made to mirror forth the individual and the universal relationships.

Each child, however poor, should be given his opportunity to help another, however elementary the means may be. A square of paper neatly folded, for some one else, may be a great effort and accomplishment. What endless opportunities are afforded by the use of our gifts and occupations, games, stories, and songs. Meet each of these opportunities with brimming, overflowing interest and goodwill, then can there be no failure of a successful Thanksgiving time.

Many practical suggestions for this work are to be found in the bound volumes of the KINDERGARTEN MAGAZINE, in the book, "In the Child's World," and in the Mother-Play Book.—*Katherine Abbott.*

DOES FULFILLING THE LETTER OF THE LAW MAKE A SUCCESSFUL LESSON?

The main purpose in presenting a gift lesson to a company of children, is to arouse self-action and self-effort. The purpose should not be the teaching children about the gifts or materials. A successful gift lesson is one which leaves the children with suggestive notions of things to do or be. The kindergartner who dictates a sequence of bridge building with the Fifth and Sixth Gifts, knowing the elaborate movements without fault, but who discourages the child who anticipates her next direction, has lost the true purpose of her lesson. If in the midst of her directions she find the children eager to tell her how to build the next section of the bridge, and if she be wise enough to permit them to express their eagerness in good work, she

has had a most successful gift lesson. A primary teacher who prides herself on using the kindergarten method, recently called for each child to bring her the picture of a house on the morrow. She was a new teacher, in a coal district near the Allegheny River. One boy brought her a spirited drawing of a coal barge, and presented it with delight. The unthinking teacher looked at it a moment, then crushed it in her hand, saying with displeasure, "I asked you to bring me the picture of a house, and not of a boat!" What should have been the method of treatment? What would have been the kindergartner's answer?

A SONG FOR THANKSGIVING.

(To the music, "Give, said the Little Stream.")

I.

Thanks, sang the rippling stream;
 Thanks, oh, thanks!
 Thanks, oh, thanks!
Thanks, sang the rippling stream,
As it bubbled o'er the stones.
Thank thee, Lord, that the rain comes down,
And that I flow on to the thirsty town.
Bubbling, bubbling all the day,
Thank thee, Lord, thank thee alway.
Bubbling, bubbling all the day,
 Thank thee, loving Father.

II.

Thanks, waved the golden grain;
 Thanks, oh, thanks!
 Thanks, oh, thanks!
Thanks, waved the golden grain,
All bending in the breeze.
Thank thee, Lord, for thy tender care,
For the sun and rain, and the earth and air.
Whisp'ring, whisp'ring all the day,
Thank thee, Lord, thank thee alway.
Whisp'ring, whisp'ring all the day,
 Thank thee, loving Father.

III.

Thanks, chirped the little bird;
 Thanks, oh, thanks!
 Thanks, oh, thanks!

Thanks, chirped the little bird,
As it swung upon the tree.
Thank thee, Lord, for my pretty nest,
For sunshine warm, and my bright red breast.
Chirping, chirping all the day,
Thank thee, Lord, thank thee alway.
Chirping, chirping all the day,
Thank thee, loving Father.

IV.

Thanks, said the little lamb;
Thanks, oh, thanks!
Thanks, oh, thanks!
Thanks, said the little lamb,
As it gamboled in the fields.
Thank thee, Lord, for the meadows green,
And the gayest time that ever was seen.
Bleating, bleating all the day,
Thank thee, Lord, thank thee alway.
Bleating, bleating all the day,
Thank thee, loving Father.

V.

Thanks, sang a happy child;
Thanks, oh, thanks!
Thanks, oh, thanks!
Thanks, sang a happy child,
As she ran about her play.
Thank thee, Lord, who art always near,
For my mother's love and my home so dear.
Singing, singing all the day,
Thank thee, Lord, thank thee alway.
Singing, singing all the day,
Thank thee, loving Father.

—*Adapted, L. Marie Peirce.*

Now in the pallid eastern sky,
Over the mountains sharp and high,
Ventures the tardy sun. The brown
Earth, languid, cold, has laid her down
Mid dreams to sleep. The stillness grows.
Birds sing no more. The falling snows
Enfold the world. The wailing wind's
Repining requiem now begins.

MOTHERS' DEPARTMENT.

THE CHICAGO CONFERENCE OF MOTHERS, AN EPOCH IN THE HISTORY OF EDUCATION.

The convocation for the study of child nature and child nurture, was held in the Chicago Kindergarten College for three successive days,—September 25, 26, 27, 1894. The object of the convocation was to arouse a widespread interest throughout the country in the study which Froebel calls the "science of motherhood." The conception of such a gathering, and the execution of the same to such remarkable success, stands to the credit of the Kindergarten College, of which Mrs. J. N. Crouse is director and Elizabeth Harrison principal. One of the important lines of work emphasized in the curriculum of the Kindergarten College for many years is the department of mothers' work. The increasing demand among parents for a deeper and more practical knowledge of right education was evidenced by the large numbers which attended the three daily meetings during the convocation. Special railroad rates made it possible for interested women to come from distant points; women interested in the work with little children, either in the home, school, Sunday school, or philanthropic institutions. The meeting was primarily called for mothers who feel their inability to do the highest work for their children without special preparation or training. The response from such mothers was hearty and urgent. The personal and practical experiences which were exchanged between the regular sessions of the conference, were not the least helpful part of the program. Earnest groups gathered about each speaker, and many points of personal inquiry were thus met; and many friendships grew out of the personal contact of women bearing the same burdens and working to solve the same problems. Renewed courage and freshened faith, as well as a restating of convictions and ideals, filled the thoughts and the hearts of American motherhood for the memorable conference week.

The first forenoon session of the conference was devoted to the discussion of the following preliminary topics: Prenatal Influences; Influence of the nursery appointments

upon the child; Importance which should be attached to the proper clothing of young children; Food for young children, and its preparation.

The two distinguished physicians who spoke on this important subject were emphatic in their arguments proving the impossibility of children being "marked" before birth. The fear of this danger has held many mothers in bondage, until the carrying of a child has become subject to superstitions by the less intelligent; until this holy season of peaceful and serene growth has been invaded by specters of possible deformity and defect. Dr. W. W. Jaggard and Dr. Norman Bridge, who discussed this subject, confined themselves entirely to prenatal physical influences. They did much to dispel the physical fears which beset motherhood in these enlightened days, when specialists abound to "save" us from the "awful horrors" of womanhood and maternity. The more psychological and Christian phases of childbearing were left for each mother to ponder in her heart, where rests an assurance that there is a divine law of deliverance which governs the birth of the human child, as it does the fulfillment of plant and animal reproduction. Mrs. Chappell read a paper on this subject "from an unscientific standpoint," which measured the influences of the sentiment and nurture of motherhood, and called forth cordial applause.

The proper foods for young children were discussed at length by Dr. Bridge, who is a member of the faculty of the Rush Medical College. Dr. Bridge would discard all fruit from the diet of the child, and supply its place with alcohol in very small quantities, much diluted with water. This statement was received with a great buzz of disapproval from the large audience of thinking mothers. Then followed the courageous remark, "Let the child have candy." To this, again, the mothers seriously objected, and the doctor added: "Only pure sugar candy, of course, and that at meal times." Thus the discussion of the food question shifted back and forth, subject to the personal view and experience of those presenting the matter.

At a later meeting the subject of lunches for the children at school and kindergarten was less formally handled by the ladies themselves. One kindergarten mother told of her plan to urge a sanitary lunch, consisting of fresh graham crackers, milk, and fruit. The children soon enjoyed what they themselves called "our sanitary lunch." Another showed how simplicity and wholesomeness in food

were desirable, because true living and usefulness demanded these conditions. Wholesome, sweet foods should be recommended and urged because of the principle which governs all normal life. Luxurious, rich, and intemperate foods were to be discouraged, not so much because of the inconvenience of dyspepsia, as because the moral law demands moderation and opposes self-indulgence. Food and the relish for certain viands should be no end themselves. The kindergartner considers this a very important subject, in that the child is to be developed *through* his senses, not merely to enjoy and indulge his senses. Food is a symbol of the nourishing love of God.

Infant clothing was the third practical subject discussed. A box of "ideal clothing" was brought in. Each dainty, sensible garment was held up to view, while Dr. Bridge examined each piece and expressed his professional approval. The first was a sleeveless, woven shirt, to be made of either silk, cotton, cotton and wool, or entire wool, which is to cover the whole torso. Then comes the ready-made, simple diaper, without cumbersome ends and corners; then a sleeveless pinning blanket, which buttons on the shoulders; next a wool petticoat with sleeves; and finally the dress,—a simple gored slip twenty-seven inches long. The pinning blanket, petticoat, and dress can be slipped one inside the other, and all put on together. After the infant is dressed it is free to grow, expand, and kick about as if naked. The common sense of this wardrobe was evident to all, and it was received with hearty applause. The day of hampering swaddling clothes is over, in more senses than the one which applies to infant clothing.

The influence of nursery appointments upon the child was handled in an excellent paper by Mrs. Grace H. Bagley, one of the trained kindergarten mothers. She pleaded for the largest, sunniest room in the house for the nursery, with soft colorings and simple furniture. Why should parents care more for the transitory approval of an occasional guest in the drawing-room, than for the daily comfort of their own children? It is a strange civilization which justifies such a question! The discussion brought out many practical suggestions as to the selection of pictures, wall paper, floor covering, as well as suitable arrangements of shelves and seats.

This first session broke up with the evident necessity for a larger gathering place, or overflow meetings in which to accommodate the large attendance. It was decided to

hold the evening meetings in some central public hall which would be accessible to all.

The program outlined for the following session was most suggestive, and will in itself bear study and contemplation. We therefore present it here as a practical working plan for parents' study, either at home or in clubs:

What part of the care of her child shall the mother relinquish to others?

The wisdom of placing children of *all* classes in the kindergarten a part of each day.

The benefit of this separation to mother and child.

The necessity of a knowledge of kindergarten principles by mother and nurse and others in charge, for the right development of the child.

Obstacles in the way of obtaining such knowledge, and how to remove them.

The psychological value of play and the kinds of games which are helpful in the education of the child.

Playing of the games, with an explanation of their psychological value.

Round-table discussions on questions submitted at the morning sessions by members of the audience.

Stories, and their place in the development of the child.

How to distinguish between helpful and injurious stories.

How to tell stories.

Stories by Miss Harrison from the standpoint of the kindergarten, illustrating the address.

Questions and answers.

Occupations which can be used in the nursery to aid in the child's normal growth, at the same time that they interest and please him.

The importance of constructive rather than destructive play.

Necessity of developing a child's self-activity and sympathy through his occupation.

Psychology as applied to the everyday problems of the mother.
General discussion.

At the first evening session, held at Central Music Hall, fine papers were read by Mrs. J. C. Stirling and Miss Katherine Beebe on the Relation of the Kindergarten to the Home, and What Part of the Care of her Children shall a Mother Relinquish to Others? Mrs. Stirling gave the nurse the second place after the mother; after the nurse, the teacher; and last the father, since children were only too justified in associating the father with a newspaper, and women were only too prone to look upon the rearing of the family as their exclusive work. This suggestion caused considerable comment at the close of the meeting. The father's place in the training of the children should be side by side with that of the mother, but unfortunately this is not the rule.

Miss Harrison spoke of stories and their psychological meaning. She said: "The thought of Froebel is the

thought that underlies the great literature of the world. Stories bear the same relation to the child that great literature does to the adult. Plant the right ideal in the child's mind and soul, and you have done all that is needed. The whole purpose of education is self-realization. We kindergartners are accused of being enthusiasts. Do you know what that means? It means to be filled with God. Plant ideals and give the child heroes to worship. The best way to do this is by telling attractive stories. There is the temporary story, which is about commonplace things; the legendary story, which is about heroes of the past, and made vivid and real to the little child; then there are the eternal stories, which are to the child what the world's great literature of the race is to the adult. Tell the child a story throbbing through and through with a great truth. But never meddle with the child's spiritual development; it is a dangerous thing. From a good story well told the child will absorb just as much as is his individual need, as you can see by telling a story to three children of different ages. To the little child it is a fairy tale; to the older one it is not true; to the eldest it is a symbol. Another thing: make the story dramatic. Burn up the pessimistic remnants of fear that you are making yourself ridiculous by telling it as children like it." Miss Harrison then told one of her own stories, "The Thread of Golden Light," which was listened to as eagerly by a thousand men and women as if they had been children; and when she finished they burst into delighted applause.

The second morning of the convocation was given over to kindergarten plays. Miss Mary McDowell was the principal speaker. She said: "If the child is left alone in its natural play it will express itself poetically. Spontaneous play is what I strive for in my kindergarten. When I opened my kindergarten the worst child in the neighborhood came to us, and the mothers said to me that they wished I would not have him there. He was only four years old, but everybody was afraid of him. I decided to see what he had in him, and make use of that. The first time we played on the circle he said he wanted to choose the play. 'Well, what would you like to play?' I said to him. His answer came promptly enough: 'Buffalo Bill.' I had never been to the Wild West show, but I decided that he should have a chance to use his energies, so we had Indians, soldiers, horses, buffalo, and had a fine play that morning, and as a result, the terror of the neighborhood

was my best friend, and a most interested child. On Froebel's birthday he was Friedrich Froebel; and as I guided his energy he became as tractable as any child. I knew a mother who had children, but would not tell them fairy stories—not even a story about Santa Claus. Her little boy was restless and wanted something to do. As I was tired, I lay down on the lounge and let him play that I was a seed. He covered me with a dark shawl for earth, then a white blanket for snow; as the warm sun shone the snow melted, the blanket slipped down, and then the earth parted and there I lay, a little bud just ready to sprout. Then I grew up into a plant, to his great delight."

At this break in Miss McDowell's charming reminiscences, a mother arose in the audience and asked Miss McDowell what she would do with a little boy who had heard a story about a giant, and, after leaving the kindergarten, went in search of the giant, and was lost for five hours, and found in the police station. Miss McDowell said: "I would hug him! It is delightful to find a child with an unspoiled imagination."

At this session was read Miss Harrison's beautiful story of the "Little Gray Grandmother and the Magic Mirror," which is one of the most beautiful and meaningful stories ever written for children.

At the afternoon session of September 27, Miss Margaret Morley was the leading speaker. Her theme was the most important one of the whole convocation. It was "Sex, or the Mystery of Life." She handled this very delicate subject in the most delicate manner, after the method of the natural scientist, beginning with sex in plants, leading to fishes and frogs, then to cats, rabbits, dogs, and cattle. By slow degrees, from plant to man, she would lead the child to a knowledge of itself and its sex relations. "The body is pure, every part of it, and prudery is disgusting. Every boy and girl has a right to know how they came into the world, and the mystery of life is a holy thing which is to be revealed to them in purity." She advised parents to answer truthfully all questions asked by the children, and explain step by step, as the child grows in understanding, everything pertaining to sex and reproduction. Mrs. Crouse gave a very helpful account of how she told her boys about the origin of life and their own first beginning. Mrs. Putnam said that she thought it a great mistake to tease children about each other. If Mary wants to bring John home for lunch let her do so, and make no remarks. The moth-

ers were deeply moved, and expressed themselves grateful for all that had been said. It is evident that this is one of the great problems in every home,—how to keep the children, even the babies, pure minded. One of the difficulties is that children do not come in contact with varied nature, and so get answers to many questions in the processes of animal and vegetable life which they see going on about them.

Mrs. Alice H. Putnam, one of the pioneers in the kindergarten movement, as well as a practical educator and mother, spoke to a most eager audience on the subject of Constructive and Destructive Games. Mrs. Putnam, having a boy of her own, was able to give many personal experiences which argued in favor of common sense rather than sentiment. She made a most excellent discrimination between courage and recklessness, and the importance of allowing the growing children opportunities to enlarge their courage. The question is, how to help on children's play, and turn it into the best channels. Mrs. Putnam illustrated the evolution of the plays of the boys in her neighborhood, through all the stages of policeman, fireman, building, and superintending a department. She also traced the neighborhood experience which shaped this play, and the point where the play merged into real work and life. Her plea was for more faith to wait for the powers of childhood to evolve and ripen, and a more earnest effort on the part of parents to keep their hands off during the process of development.

At the second public evening gathering, a half hour was spent in answering questions which had been forwarded to the platform. Miss Harrison answered in a most practical and satisfactory way the following inquiries:

Is it right to teach children that there is a Santa Claus? What is the difference between reading and telling stories to children? How should premature questions of young children be answered? How would you deal with a child who does not tell the truth? Should you call a boy bad to his face?

Miss Harrison was at her best in answering these and similar questions, giving the doctrine of common sense supported by human experience, and throwing her native fire and earnestness into every word. She made a plea for the games of little children, in so convincing and suggestive a manner, that even such of her hearers who claim to appreciate their value were given new conviction and en-

thusiasm. The text was taken from Froebel, as follows: "We are dull when a child is dull to us." She said, in substance: "Froebel was earnest upon this subject of the play of little children. There is no phase of child life more interesting. When freely at play, every faculty of the child, every force of his nature, is exposed, laid open, and receptive to culture and influence. At play the child unfolds and expands in every direction. It is then one may enter the holy of holies, the spiritual nature of his being. Who has not noticed a child who is reproved, unjustly perhaps, clinch fists, contract brows, lift shoulders, his whole body in the attitude of resistance, telling plainly enough that he is shut up from you? Contrast this picture with that of the child who comes running to you from his play, telling what a grand, good time he has had,—eyes sparkling, mouth open, arms extended, his entire body saying as plainly as nature can say, 'I am open from the heart's core out.' It is while the child is playing, while he is in a loving, affectionate, expressive mood, that the deepest impressions are made upon him. The child who has missed his playtime sours; his after-life work is drudgery. It is sad to reflect that in our great cities little children have not suitable playgrounds. The Hull House of Chicago has done no greater thing for our city than to establish for the youngsters of the neighborhood a playground in a clean, sunshiny place." Miss Harrison classified the plays and natural efforts of the children into the following divisions: 1. Such plays as help him to understand and master the natural world about him,—digging up the back yard, building and planting, and possessing the outside world; 2. Representing human relationships,—I am the mother, or the teacher, or the captain; 3. Through the imagination, dramatizing the ideals of his soul.

Among the younger speakers who added profit to the discussions were Miss Grace Fulmer, of Chicago, Mrs. Alice Turner Merry, of Ann Arbor, and Miss Annie Allen, of the Cook County Normal school. Miss Fulmer gave some charming illustrations with the so-called "kindergarten gifts," singing the playful songs and exercises, assisted by a number of kindergartners present. The audience of mothers, made intelligent by the varied necessities of individual problems, was quick to see the relation of these gifts to the nature of the child. Every point made by the young women, which illustrated the natural and harmonious development of children, was received with hearty applause.

There is need that adults play more freely and spontaneously with children. There would be less need for physical-culture clubs and gymnasiums for mature men and women, if these would take advantage of their opportunities to romp and play with the children. The playing of some of the most familiar kindergarten games by the leading members of the conference revealed some facts of physical and mental benefit never before acceded to the "simple child's play." Every mothers' club should set aside a regular session for the playing of games and singing of children's songs.

Mrs. Alice Merry was a living example of the modern emancipated mother, who not only practices dress reform, common sense, and kindergarten, but has time to tell other women how to go and do likewise. Mrs. Merry told of her work in conducting a kindergarten, organizing mothers' and fathers' meetings, and of managing her own household and little ones. The enthusiasm, gladness, and intelligence combined in this one young mother were an inspiration to all who attended the conference. Miss Annie Allen discussed the subject of reverence and the teaching of prayers to children. The question was asked, Shall a child be taught to say "Thank you," before he feels gratitude? The answer was, Most emphatically not! The spirit and not the letter of gratitude, reverence, and worship must be generated before it can be put into the form of words. Contact with nature was recommended as one of the best avenues by which to reach a child's spirit of reverence.

In order to accommodate the unexpectedly large attendance, two programs were carried on at the same time during both the morning and afternoon sessions, the speakers alternating between the two halls in order to duplicate the program. Women hurried out at the close of the morning sessions, taking a light lunch in order to return in time for front seats. It is no slight matter that such gatherings are popular and earnestly attended by busy mothers.

Just before the close of one of the busiest morning sessions, the time for dismissal having long gone by, the presiding officer introduced Miss Josephine Locke, who is known to hundreds of educational workers who have gained personal inspiration from her words. Miss Locke spoke warmly and epigrammatically: "Nine-tenths of the friction in family life and in society is due to somebody's over-management; some one with a strong will believing her way the best, that she alone knows all about it, and that the weaker

or younger members of the human family must be subject to her. Historically speaking, Ireland is a case in point of over-management, with brutality and iron will as direct results. The one who manages is as much victimized as the one who is managed. The managing person steadily sacrifices spiritual qualities to the more worldly and intellectual. That you may be delivered from such a fate, for yourselves and children, let me entreat you to give freedom to every member of your families. Let every child have a chance to make his mistakes and find his own center of gravity." Miss Locke also made an eloquent plea for the recognition of the imagination in the daily contact with children, and discriminated between intellect and mind. "The former is but one of the faculties of mind. The imagination is an equally important factor."

The closing evening session was devoted to the subject of "applied psychology." Miss Elizabeth Harrison, in her earnest and eloquent way, showed how the laws of psychology could be applied to the everyday problems of the mother. By the aid of her own experiences and observation Miss Harrison illustrated the importance of her subject. She sought to displace the old conception of psychology, which word suggested thick volumes, intellectual speculations, and made us nervous over our incapacities. The study of the child was "practical psychology." The ego or spirit of the child can be understood, and it should be the object of every parent, as it is of the kindergartner, to meet the natural requirements of this inner being. The spirit of the child is the something within him which makes him speak, act, sing. The development of his spiritual nature is the objective point of all education. Miss Harrison showed how a careful study of the laws which govern development, simplifies and purifies home government. She had learned how and why to play with children, through a study of psychology.

Professor John Dewey, of the Chicago University, was introduced as the "latest utterance" in the psychological world. In a quiet, homely manner he proved the need of parents to be psychologists. Professor Dewey said: "This is no science which can be put into a book. It is the last of the sciences, and cannot be confined within covers. Sometimes I am literally frightened and disgusted with the great docility of teachers who believe that by mastering some book on psychology their salvation is sure. *To be a psychologist is simply to be interested in people.* It is not neces-

sary to know a text-book in order to study a child. In fact, the truths of psychology can only be read in children. The great present need is moral training. There is an almost total lack of reverence and obedience in our children, and I say—though it may shock you—that things must get much worse before they can get better, because our traditional methods are passing away." Mr. Dewey illustrated his point by a comparison of our extreme democratic government and older nations. "If the child will not render obedience to the parent, the only remedy is to make him obedient to himself. Because of the changes in civilization, the fundamental principle must be changed from one that is external to one that is internal. The parent must follow the child's nature, and not make the child follow the parent's nature. If our civilization is not to disintegrate for want of discipline and authority, we must go deeper into the nature of the child and find there the true basis for discipline and authority. It is my sincere hope that the day will come when it will be believed that it requires as much knowledge and study to handle a child as it does to be a good gardener. Moral life begins with finding the moral center of gravity, and no person learns the lesson of obedience until he has learned the lesson of self-command. We must apply the text, 'A little child shall lead us, more literally and less sentimentally.'

This last session was attended by eight hundred or more men and women, who gave eager attention to every word spoken, and frequent applause. The evening meetings were equally attended by men and women. The former asked questions, and had not the least to say in the hallways at the close of the sessions; and no doubt the topics of discussion about many family tea tables were greatly colored by subjects considered at the conference.

Many earnest women who were unable to attend the conference relied upon the daily press for a report of the important meetings. Unfortunately the press is inclined to ridicule those matters which have not yet become public facts, or which pass beyond the comprehension of the reporter, whose business is by no means to think. An Eastern paper which has given many columns urging the improvement of live stock, and as many more to the criminal records of human beings, takes occasion to bring out a sarcastically vulgar, would-be witty description of the mothers' conference, forgetting that the proper rearing and breeding of men and women is the only way to counterbalance the

criminal records. Every woman who is confronted with the problem of "How shall I bring up my child to a true character?" can best answer these ridiculous press challenges by consecrating herself anew to the work of building character, until the superficial man finds no room or place in life.

The profit and immediate gain of the conference cannot be overestimated. The fact that five hundred parents attended the last meeting, and at its close were deeply enthusiastic and grateful, is a sign not to be overlooked. It was heartily agreed to hold an annual conference for the same purpose of child study. The world has spent its leisure for centuries in studying books and building libraries, forgetting that the lives and actions of humanity compose the stuff books are made of. The study of child nature is a necessity, is a privilege and an inspiration. Hence a conference on this subject cannot fail to call forth the response of those looking for light along this line.

Mrs. J. N. Crouse, who presided over the conference, spoke a final word of good cheer and announced the convocation adjourned until another year. She said in substance, "We have only touched the border land of this great question; but we have gained a view of what lies beyond. We ask that each one of you go back to your home, each to become a little center, whether a half a dozen or many more, who shall take up the study of child nature."

The gratitude of all friends of the kindergarten movement is due to the Kindergarten College and its leaders, for instituting such work as the mothers' conference, and for supplying, free of charge, the opportunity for study and communion to the hundreds of earnest individuals who in turn will further the good work. One of the results of this gathering will be the increase of public sentiment and intelligent interest in more natural and effective methods in child training, as well as establishing in the hearts of men and women a nobler estimate of childhood. The KINDERGARTEN MAGAZINE hereby expresses its gratitude for the event of the mothers' convocation, and for the fact revealed, that the world is not indifferent to the welfare of the world's little ones.

To anyone who desires six or more copies of the KINDERGARTEN MAGAZINE, containing the only full report of the mothers' conference, can be supplied the same at the rate of ten cents each; single numbers, twenty-five cents.

THE president of any mothers' club or parents' association may secure a single copy of this number of the KINDERGARTEN MAGAZINE for club or library possession for ten cents. The report of the mothers' conference should be owned by every woman's organization.

A COMPLETE catalog of the best books for child study, with descriptive outline and prices, will be forwarded on application, to any mother sending five one-cent stamps. This catalog of kindergarten literature is a great help in organizing children's libraries, Sunday-school libraries, or selecting Christmas books.

ONE WAY TO USE THE MOTHER-PLAY BOOK WITH THE CHILDREN.

The Rainbow and the Bridge.—Turn to page 113 of the Mother-Play Book. Carefully study the picture, read the motto and song, as well as the explanation of these on page 184. Being full of the thought to be presented, you may take some such course as the following, prepared by Miss Emma Saulsbury:

All who have slates, or ruled or dotted paper, may join us in our drawing lesson. Let us see what pretty pictures we can make, and then find the stories in them.

First draw one horizontal line, and at each end of it draw a slanting line; add a short horizontal line to each slanting line, and we have a bridge. Here is a story about it.

Along the meadow flows a brook;
A child stands by it with longing look;
He sees bright flowers on the other side,
But can't get to them, the stream's so wide.
"On your back take me over," he cries to a duck;
"Those lovely flowers I want to pluck!"
Then up came a man with a wooden plank;
He laid it across, from bank to bank.
Safely along it the little boy ran,
Crying, "Thank you! oh, thank you, you kind, clever man!"

Who can make a picture of the whole story—the meadow and brook and flowers, the little boy and the man?

Once I saw a bridge that a tall tree had made. The tree was growing by the side of a stream where the fishes lived. No one thought much about crossing the stream but the squirrels and beetles and ants, and they often talked it over.

Along came Mr. Wind one day, a very good friend of theirs, and said he'd make them a bridge if the tall tree standing on the other side would help. This the tree agreed to do, when Mr. Wind gave a mighty sweep, raising it from its roots and placing it right across the stream. I walked across it one summer day, and felt like thanking Mr. Wind, with the squirrels and beetles and ants, for his help in making such a strong and pretty bridge.

If you wish, you can make a bridge with your hands, using the thumbs for its support. Help the little brothers and sisters to do it, and then tell them the little rhyme story.

Now let us make another picture. This time it shall be made of one curved line. Here it is. Who can do it?

Does it not make a fine rainbow?

If you have a blackboard you can use colored crayons, and make the bow with all its beautiful colors; or you can use the colored pencils,—red, orange, yellow, green, blue, and violet,—and make it on paper. Long, long years ago the Norsemen called the rainbow a bridge, for they believed the gods came over it from heaven to earth. They thought this bridge was guarded night and day by a god who lived in a beautiful palace at the highest part.

Ask mamma to read you the ninth chapter of Genesis, that you may know the real story of the rainbow.

— Is it not a beautiful bridge, over which our thoughts travel to God?

A WAYSIDE FLOWER.

They swing and sway in the autumn breeze,
So lacey and dainty and tall,
While their slender stalks seem to hold aloft
A wood-fairy's parasol.

And I wonder if in the moonlight
Elves come with their airy tread,
The delicate fringe of the flower
Held over each roguish head.

They are only wayside carrots,
That smile for the high and low,
But to me they seem the daintiest
Of all the flowers that blow.

—Emily E. Lautz.

FIELD NOTES.

THE Froebel Union of Milwaukee has organized this year under the leadership of six committees, whose presiding officers form an executive board to act with the president of the association. The Music Committee is to furnish current musical news of interest to kindergartners, to formulate plans for organizing music classes among kindergartners, and to collect statistics concerning the music and games preferred by children. The Nature-study Committee is expected to promote the study and love of nature in every possible way,—by lessons, suggestive of helps, etc. The Child-study Committee will emphasize the idea upon which Froebel built his system, that the child's nature and its right development is that for which all kindergarten means exist, and that living "with the children" means, primarily, loving, sympathetic, reverent child study. The Literature Committee will make a study and gather facts concerning the use of stories of different classes. The Library Committee gathers and disseminates information about the best philosophical books to be read by kindergartners, and current articles in the periodicals that kindergartners should read. The General Work Committee will discuss gifts and occupations, and such other matters of general practical interest as are outside the province of the other committees. Later there will be a careful study of children's games and the color sense among children. The following terse outline is the first preliminary plan of suggestion by the committee in charge of the department of child study:

1. "Perfection or imperfection of sense organs; child's ability to discriminate sounds, tones—as high, low, soft, loud, etc.; color sense; touch; taste.
2. General sensitiveness to pleasant or painful experiences; how many quickly note unusual arrangement of furniture, or the uncommon in occurrences, or dress of children?
3. Attitude and expression; number who are listless habitually; alert; nervous rapidity of movement; controlled rapidity of movement.
4. Attention, character of; duration of voluntary attention at different ages; kind of things given children more inclined to attend to.
5. Imagination as used in reproduction and construction; what children show inventive power in play? in work?
6. Habit; effect on children of similarity of action repeated day after day; the relative effect of different games and occupations on the whole number of children; collateral reader—Radestock's "Habit in Education"; note neatness, orderliness.
7. Social tendencies; desire for companionship; regard for wishes of companions; what children tend to lead? which habitually incline to follow? selfishness; generosity.
8. *General*: How many show a tendency to direct their own action? prominence of impulse in this; how many habitually recognize the property claims and general rights of others? do boys or girls most easily surrender their rights? Children's sense of fairness; justice.
9. *Music*: Music preferred; note children who move rhythmically to the music.
10. Games and occupations preferred.
11. Record of a child's life for one day. Consult current and past numbers of educational periodicals, especially the *Pedagogical Seminary*, for information as to child study.

THE Philadelphia branch of the International Kindergarten Union held its regular meeting on Tuesday, October 3, at 3.30 P. M., at the Girls' Normal school. This first meeting after the summer brought a large gathering. The hour was later than the previous year, being 3.30 P. M. instead of 3 P. M. The advantage of the change was evinced by the attendance of about forty teachers of higher grades in the public schools, who otherwise could not have been with us. The Entertainment Committee stated that the "Mutter und Kose-Lieder" would be made the study for the year. The grouping that Miss Blow has given in "Symbolic Education" will be followed. Papers will be written on the groups as a whole, and also on the individual songs. These songs will be played or sung by certain of the members. Our president, Miss Constance Mackenzie, announced that the anticipated paper by Miss Virginia Graeff would not be given, since a message of grave import had called the writer away. A very acceptable substitute had been found in Professor Batchellor. His subject was "Children's Voices," and he developed the subject in his usual happy manner. Miss Mackenzie then gave an outline of the work done at the Cazenovia conference. A heartfelt tribute to Miss Blow as a woman, apart from writer or teacher, made all present doubly desire to meet her who was already endeared to them through her writings. The basic thought of the Cazenovia conference was the child as *Glied-ganze*, or member-whole. Emphasis was again and again laid upon these three points,—the child's creative activity, the child's sense of sympathetic relationships, and the imperative union of both for the well-being of the individual and the whole. There had been much discussion about the "Knight" songs—whether the cross child should be presented, and if so, when. It was decided not to use the song until something occurred among the children showing that its teaching was needed, and then not before the "Knight and Good Child" was familiar to the children. Miss Mackenzie's address was followed by the singing of the "Knight" songs by certain members of the association. Miss Hardy then read a paper of suggestions relative to the songs sung. It was suggested that they be introduced during the talk about Washington, as love of truth and goodness are then awakened, as also the spirit of patriotism. This will lead to an understanding of the true "knight." It may be brought home to the heart of the child by showing him that anyone who is good and kind to all, is a little *growing knight*.—*Mary L. Lodor, corresponding secretary.*

THE death of Professor C. H. McGrew, of San José, Cal., September 18, 1894, is recorded with deepest regret. Professor McGrew has been one of the leading progressive educators of the Pacific coast for many years, and leaves, at the time of his death, large classes of teachers and mothers who were enrolled to study psychology and Froebelian methods with him. During the past four years over two hundred teachers and kindergartners have studied under his direction, each of whom has gone out into life and work a broader, nobler woman because of so doing. The schools and kindergartens of the city were closed in respect to him on the day of burial, and impressive services were held at the home, conducted by Mrs. Sarah B. Cooper, who gave a sketch of his life and work, and a sincere eulogy to his efforts as an educator. She said, among other sincere words: "We are gathered to pay our last tribute of love and respect to our honored friend, a respected citizen and a fine educator. Professor McGrew's place in the educational world will not soon be filled. Born in 1856, he had not yet reached his two score

years, but he had accomplished as much as many who live their four score years. Beginning his education in a log schoolhouse in Iowa, at sixteen years he went to Kansas and pursued his studies in the Wyandotte High school and State Normal school at Leavenworth. At eighteen years he began his career as a teacher, preparing himself for college by study at night. In 1875 he entered the Iowa State College of Science and Mechanic Arts. The following year found him at West Point, after successfully competing with twenty-one other candidates for the place, when he took first rank. Later he took up the study of psychology and philosophy of education in the University of New York. In 1883 he began his work in California, conducting teachers' institutes. Since 1880 he has devoted himself to expounding the laws of child life. In 1890 he organized the California School of Methods, which was incorporated in 1891 as the Summer School and Professional Training School for Teachers and Kindergartners. Over two hundred have been instructed. Professor McGrew has also been closely associated with the work of the G. G. K. A. He has done much to promote this work. I knew him well. I am glad San José honored him while he yet lived, by naming a kindergarten for him."

Honolulu Free Kindergartens.—The following interesting statement is taken from a Pacific coast paper: "The foreign department of the free kindergartens of Honolulu will open Monday, September 10, at Emma Hall. Four departments—for Hawaiians, Portuguese, Japanese, and Chinese—have been in operation for a year, and the one about to open is designed for the children of other foreigners. No tuition is to be charged, but if those sending their children wish to do so, they can contribute what they please to the support of the schools. Any amount, however small, will be most acceptable to the treasurer of the general fund. Miss Hannah Eastman, who has been principal in the Golden Gate kindergartens in San Francisco for some years, will assume charge of the work here. Miss Eastman is thoroughly competent, and understands the work perfectly. Training classes will also be organized, modeled on the same lines as those followed in San Francisco, so that anyone wishing to take the year's work here will be entitled to a certificate similar to those given at the Coast." Another report announces the remarkable success of the work in Honolulu: "When it is remembered that the kindergarten schools of Honolulu are little more than a year old, the progress which has already been made seems equally gratifying and wonderful. At the same time it must be borne in mind that what has been thus far done is only a beginning. Schools must be established on Hawaii, Maui, and Kauai, until all the little children of all the various races which inhabit these islands can have the benefit of good and helpful and happy influences in the years when such influences mean everything."

THE last Saturday of September brought the members of the Froebel Society of St. Louis together to inaugurate the season of 1894-95. Miss Mary C. McCulloch was retained as president of the society, by a unanimous vote. Plans for the monthly entertainment of the society were proposed and discussed, culminating in a pleasing program which will include lectures on different branches of natural science, art, and literature, also opportunities for gatherings of a purely social nature. The first of these latter has taken place, under the name of an Autumn Leaf party. The kindergartners in a body resorted to one of the parks, and refreshed themselves in the pure air and pleasing pas-

time of gathering leaves, while listening to some information concerning the varieties and habits of our forest favorites, from one who has made them a special study. The kindergarten directors are giving particular attention to program work this year. To give the thought of the day its best expression through the various means and materials at command is the end sought. Weekly meetings for suggestion, and a study of Miss Blow's "Symbolic Education," is the course adopted to gain this result. The season opens with richer opportunities for students than ever before. Mr. William M. Bryant, who holds the chair of mental and moral philosophy in the high school, has been secured for the course in psychology, and a large class testifies to the increasing interest awakened in this work.—*E. L., corresponding secretary.*

A RECENT report from the East tells of the interesting growth of the work at Jamestown, N. Y., where a second year of coöperation with the public schools has just opened. This co-relation of kindergarten and public school has been pronounced a success. Under the careful direction of Miss Colburn, the superintendent of the kindergarten department, all moves smoothly, and the amalgamation promises to be a permanent one. In addition to a liberal educational spirit among its people, Jamestown possesses a strong coadjutor with all that is progressive and true, in Superintendent R. R. Rogers. Under his guidance and control the doors of the schools have been opened to manual training, the kindergarten, regular music, and physical culture; also piano work under a competent teacher is given credit in the regular course of study. An academic department, granting Regents' certificates and diplomas, is carried in connection with the high school. A well-kept and extensive library for the use of pupils in the high school building is an additional attraction. The teachers are encouraged in experimental work, and no course of study is so rigid that the individuality of teacher or pupil is interfered with. On the whole, Jamestown is to be congratulated for its wise and liberal rulings in educational matters.

WE take the following significant statements from the published program of the Baltimore Friends' school: "The work [in the language department] is commenced in the lowest primary class with oral lessons, stories, descriptions, etc., in all of which care is taken in the use of words and in the formation of sentences. Later in the year the stories are written by the pupils, and from the first, punctuation and the use of capitals are constantly noted. This work gradually enlarges into descriptions of walks taken with the teacher, reproductions of longer stories, etc. Text-books are then given, and practice in language is continued throughout the intermediate classes. Literature, too, begins in the primary classes. The first reading lessons are the myths, folk stories, and fairy tales, which belong properly to childhood; and here it is the endeavor to establish at once a taste for good, pure English. The study of science extends throughout the entire course. Talks on animal and plant life, and on familiar physical features and phenomena, are given to the primary classes, and these exercises are supplemented and illustrated by excursions about the city and suburbs."

The International Messenger, the official publication of women's and young women's Christian associations, devoted its October number to the work in the training of young children. The reports published in this number reveal that the kindergarten spirit permeates the work of sewing classes, Bible study, and Sunday work; and many are the testi-

monials of joy and goodness streaming to the children through this avenue of the kindergarten. The following is but a single illustration of this appreciation, and comes from Cleveland, O.: "In each of our nurseries in Cleveland we have added a kindergarten, for we early came to feel that to feed, bathe, and make comfortable the little ones left in our care made only a fraction of our duty. The busy little brain must be taught to think, and the mischievous little fingers must be rightly employed. Surely no adjunct of our day-nursery work has proven so helpful and successful! and it is everywhere the conviction, born of experience, that these two charities should go hand in hand." Every Sunday-school worker should secure a copy of this number of the *Messenger*.

MRS. FRANCIS WOODS, of Brownville, Penn., writes: "To young ladies graduating without the hope of a position I would like to say a word of encouragement. In small places it is possible to have a free kindergarten. Our population is about four thousand, perhaps less. A number of parents of opulence and influence were interested, and they in turn interested others, so that an association has been organized and a kindergarten on a good financial basis opened. Thirty-seven children are enrolled, and four of the best young ladies in the town have entered as students. These ladies belong to homes of wealth, and never before dreamed of engaging in any vocation. Our room is the largest hall in town, and has been carefully prepared for the kindergarten. It has an eastern, southern, and western exposure, and is at the junction of a creek and the Monongahela River; the hills, valleys, and meadows meet our view. The parents seem delighted with their undertaking. I think graduates can accomplish more by starting out on the free work in a fresh community, than in a private way."

THE Prang Educational Co. is evidently sincerely interested in the spreading of its special theories among teachers everywhere, and to this end has for some time given, by correspondence, a two years' course in art principles, which is open only to instructors in drawing. There were one thousand students from different parts of the country in the last of these courses, and we are glad to say that a kindergartner, Miss Jessie Patterson, carried off one of the ten prizes offered for excellence of work and ability shown in examinations. This prize means a year's free art instruction at Pratt Institute (Brooklyn, N. Y.), and traveling expenses to that point. Miss Patterson is a graduate of the California Kindergarten Training School, and is at present supervisor of drawing in Winnipeg, Manitoba, as well as instructor in kindergarten principles in the normal school.

THE Philadelphia branch of the International Kindergarten Union is once more outlining the work for the season. It is still so early in the year that the *minutiae* of the plan have not yet been thought of; but a new departure has been inaugurated, that we anticipate will give more definite results than our former work. It has been decided that one central thought shall control all the sessions, thus unifying the work; and the study of the "Mutter und Kose-Lieder" was decided upon as the most desirable for the ensuing year. Certain members will be appointed to prepare papers for each meeting, but all will know in advance what songs have been selected for special deliberation, and a free discussion will follow the set papers.—*Mary L. Lodor, corresponding secretary.*

MISS ISABEL SAUNDERS, who sailed from New York city September 5, for Smyrna, Turkey in Asia, reached her destination on October 5, after a very pleasant journey by way of London, Paris, Geneva, Milan, Rome, and Naples. There are three native teachers and fifty children in the kindergarten, which is carried on in Armenian, though these teachers and members of the training class understand English. In the city there are Greeks, Turks, Jews, Africans, Arabs, Russians, Germans, English, and many other nationalities, all wearing their native costumes. The Americans in the station, of whom there are a number, all live in American style. She is now studying the Armenian language, leading the training class and kindergarten, and is both well and happy.

CHICAGO KINDERGARTEN CLUB plan of work for 1894-5: It is proposed this year to make the club more social in its nature, and to confine the discussions more strictly within kindergarten limits. Representing many different training schools and many different degrees of experience and attainment, we hope to share our best with each other. To this end the board of directors have arranged a series of discussions on topics of interest to all kindergartners. Subject to change or improvement, the following are some of the topics: Current Plans of Work; Out-door Work; Child Study; Externals of the Kindergarten; Preparation for School; Games; Music; Gift Work and Sequences; Sunday-school Work; Individual Problems.

THE mention in our September number of the withdrawal of Miss Charles from the Lexington (Ky.) kindergarten work was a mistake, in so far as a total withdrawal is concerned. Miss Charles is still identified with the work, and conducts one of the large public kindergartens, with greater opportunities than ever before to work for the children. The tendency is sometimes discovered among our workers to seek high places, such as those of training teachers. There is no higher or more important work than that with the children in the kindergarten. Our strongest characters should be kept in the daily service.

THE subject for the November meeting of the California Froebel Society is "The Native Interests of Children," the following questions being brought to discussion: In which of the kindergarten employments are the children most interested, and *vice versa*? With a change of occupation every fifteen minutes, how many of the children are naturally attentive throughout the school day to the exercises in hand, and how many require some form of compulsion to sustain their attention?

THE First Annual Report of the Western Drawing Teachers' Association has reached us. It contains sixty pages of the most progressive art-educational thought of the day, in the papers prepared by members of the association and read at the regular meeting. Address the secretary for information of the association, and also if possible to secure a copy of this valuable report.

A SCHOOL of pedagogy under the University of the City of New York is conducted by Professor Edward R. Shaw, who has made an extended study of the history and science of pedagogy in Europe during the past year. Saturday-morning lectures are arranged to accommodate teachers who are employed during the week. These are held at Washington Square, New York city.

MRS. L. P. BUSH, who has conducted the mothers' lectures during the past year, in connection with the training class of Mrs. Pollock, in Washington, has returned to her Western home at Boulder, Colo., where she continues the good work. A most interesting outline of the essays on the Mother-play study has been submitted to us by Mrs. Pollock, whose students have for many years made a close study of this book.

THE school management of Des Moines, Ia., has secured the services of Miss Hattie Phillips, formerly of Chicago, to supervise the public school kindergartens. The weekly meetings for the directresses and assistants under Miss Phillips are spent alternately in discussing methods and plans of work, and the systematic study of pedagogy. A regular training school of fourteen students meets three afternoons of each week.

FRANKLIN, Penn., is beginning a kindergarten work under the direction of Mrs. Ada Curtis and Mrs. Seaton, a graduate of the Free Kindergarten Association of Chicago. The forming of an association is under way, with one active kindergarten already in operation. Another year will find an organized work in Franklin.

MRS. L. T. NEWCOMB, formerly supervisor and training teacher at Hamilton, Ont., has recently been appointed superintendent of kindergarten and primary methods, in the State Normal School of Fredonia, N. Y. The Fredonia normal has been one of the pioneers in this work in New York state.

SUPERINTENDENT BABCOCK, of the Oil City (Penn.) public schools, is a man of progressive interests. The kindergarten movement in that city has been an educational interest in the right direction, and, as in so many other communities, has proven the expediency of sympathetic school work.

EVERY kindergartner should study the outline plans of work being carried on by the Froebel Union of Milwaukee, the kindergarten clubs of St. Louis, Philadelphia, and Chicago. If you are not a regular member of such a club, make yourself a reading member by studying the reports.

MISS SPENCER, who was one of the pioneer workers in Denver, Colo., is now Mrs. Ellinwood, and is identified with kindergarten interests in New York state. She is conducting a large study class in Rochester, N. Y., using Froebel's Mother-Play Book as text-book.

MISS JULIETTE PULVER, formerly of St. Paul, is at present helping on the work in Omaha, Neb. Omaha boasts of eight public school kindergartens. The Froebel society of that city is studying into the Mother-Play Book in earnest.

WILL the secretaries of teachers' clubs sending reports of the discussions of regular meetings, forward the same by the fifth of each month, written on one side only of the paper?

EVERY kindergarten club should have Colonel Parker's chapter on Democracy in Education read aloud at some regular meeting.

AGE is not all decay; it is the ripening, the swelling of the fresh life within, that withers and bursts the husks.—*George MacDonald*.

BOOKS AND PERIODICALS.

"Wild Flowers of America," collected and edited by Mr. G. H. Buek, published in parts, is truly an educational series of nature studies, and it should be in every school and every home. It is high time that we Americans should begin to appreciate the beauty of our own country and its magnificent flora. It will help us to become patriotic citizens, and we cannot too soon imbue the little child with a love of nature and the country, and of *our* country. The portfolio is twelve by eight inches in size, admitting of large color plate illustrations. Dr. Harris says: "Any publisher who reproduces in a book form the material of a science, and at a cheap price, is a public benefactor. The publisher of this work seems to me to deserve the gratitude of all those interested in the study of botany. It is emphatically a work for home study." It is reported that as a statistician Darwin did some of his best work. At one time he took up the task of counting the number of sweet-scented flowers and comparing their colors with one another. He found a considerably larger proportion of white flowers with agreeable odor than any other,—14.6 per cent against 8.2 of red flowers, for example. Now, Darwin was never content with a fact as a fact; he always asked, Why is this fact so? The luminous explanation at which he arrived is that white or inconspicuously colored blossoms, which usually are served by night insects, invite them with perfumed breath, instead of by the gaudy inn-sign needful to flowers that bloom by day. With its rich burden of scent the mignonette can well afford to be sparing of hue, and in similar case are the lily of the valley, the water lily, and the jessamine. We seldom find the petals of white flowers streaked with such veins as we see on the petunia, the carnation, or the wall flower; the reason is that these streaks are honey guides, and would be unseen by the night-flying moths and millers that minister to most of our snowy blossoms. The new philosophy of flowers directs itself to explaining their forms, colors, and habits, to tracing out the manifold agencies that in the long ages of their history have made them what they are. To this philosophy there is no introduction more interesting than "The Wild Flowers of America," published by G. H. Buek & Co., of New York. The plates, in the tints of nature, are accompanied by text at once simple, accurate, and entertaining.

"Field Work in Nature Study," by the well-known naturalist, Wilbus S. Jackman, is a most profitable outline of how to conduct field classes. A selected list of reference books is given in the preface, in order that the teacher conducting the class cannot fail to start out well prepared with authority on any topic of nature study, or, what is far more important, that when returned home, any questionable points may be settled. Fifty-five pages of hints, suggestions, and outline questions, prepared by one who has moused about in every corner of this interesting world, cannot fail to bear fruit when put into practice by a sympathetic, hearty teacher. Mr. Jackman expresses his estimate of unforced but serious excursions into the woods, in the following words: "With children there must be no over-haste to reach minute details. These must be reached in the pupils' own time. Broad and general effects are to be kept in mind. Cultivate a general familiarity with

things. The soft mingling colors of the whole landscape will have as much in them for the pupil as the brilliant tints of the single flower. The clouds against their background of blue, the shaded woodland, the stream and the hill, can inspire only when seen as related parts of the great whole. In this way will field work lay the foundation for art and create a love for it. When placed by the field lesson in direct communion with that spirit which infused the lives of those who along nature's paths have led the way to higher things, the child and the man are in the most perfect attitude of mind to appreciate and enjoy the highest and best things ever written. The pupil and the teacher, too, will rejoice to find that even they have something in common with the poets; and thus the study of nature and the study of literature, in the mind of the pupil, merge into one." Read Professor Jackman's introductory remark in this little handbook, then apply the spirit of it in an excursion with the children. (Price 50 cts.)

IN direct line with the above thought is the work of John Burroughs, our great American author of nature literature. The possessor of the Burroughs' library of "Fresh Fields," "Birds and Poets," "Locusts and White Honey," "Wake, Robin," "Winter Sunshine," "Signs and Seasons," has a wealth of literature which cannot be estimated in the number of volumes nor the price per volume. The titles which the author has selected hint at the deep meanings between the lines of every page. The teacher or parent who aims to help the children read into nature, cannot fail to get light and inspiration as to the methods of interesting the children. Read, in "Fresh Fields," how Mr. Burroughs joined the Scotch boys on the roadside, and is soon looking up with them the wonders of the various birds' nests of the neighborhood. Again, read with him in "Signs and Seasons," "what a voyage we make without leaving for a night our own firesides!" It is a great work to help busy men and women find the beauties of nature in their door-yards. The teacher who learns to keep a sharp lookout for the nature stories that pass her schoolroom door, will not need to search the books and journals for her subject-matter. There is no printed matter so full of vital power as the matter which can be recalled from personal experience. The John Burroughs books are \$1.25 per volume, Houghton & Mifflin publishers.

"Fanciful Tales," by that irresistible humorist, Frank R. Stockton, is just brought out by Charles Scribner's Sons. The handsome volume is edited with notes for use in schools, by Julia E. Langworthy, a Western teacher. Miss Mary E. Burt writes the introduction to these stories, making an effective plea that joy be recognized as a factor in education, and asking that a place be made in the schoolroom for good-natured merriment. The stories in this volume are Old Pipes and the Dryad, The Bee-man of Orn, The Clocks of Rondaine, The Griffin and the Minor Canon, The Christmas Truants. The undercurrent of wit and satire in these fantastic boy-and-girl stories has somewhat of the flavor of Don Quixote or of that deceiver of a prince whom Hans Andersen has dressed as a Swineherd. There is a meaning in the rollicking and unexpected situations in which the strange characters find themselves, which cannot fail to call forth a hearty laugh. The sad experiences of brave little Arla, who seeks to set all the timepieces in Rondaine to fit the time of her own "rose clock," will not fail to set other boys and girls to thinking. The stories are at the same time of full literary value, resembling much the old myths of Greece and Rome. (Price 50 cts.)

The Popular Science Monthly for November makes a strong opening for a new volume. First comes a fully illustrated account of "The Glaciers of Greenland," by Professor Angelo Heilprin; the explorations of Peary, the mysterious loss of Verhoeff, and the recent unlucky trip of the Miranda have made Greenland a region of much present interest. There are two notable educational articles in the number. In "Preparation for College by English High Schools," Mr. John F. Casey tells what boys who enter college without Greek are doing. Dr. C. Hanford Henderson contributes the first of two articles on "Manual Training," in which he shows what a well-planned manual training course consists of. This number contains also the recent address of the Marquis of Salisbury upon assuming the presidency of the British Association for the Advancement of Science. A description of "The Swiss Watch Schools" is given by Theodore B. Willson. W. T. Freeman calls attention to "Some Analogies and Homologies" in animal and vegetable life. There is an account of the career of Philibert Commerson, "the king's naturalist," while the subject of the usual Sketch and Portrait is Sears C. Walker, astronomer of the United States Coast Survey in its early days. The subject-matter which deals with such topics as manual training, "the king's naturalist," and others, is of immediate import to the daily teacher in her work.

"The New and the True," by Mary Wiley Staver, comes from the press of Lee & Shepard, Boston. It is a well-illustrated book of rhymes and verses for children, including some choice bits of nursery literature which will stand the wear and tear of many generations. The seasons are celebrated, each in its own verdure and story, and the doings of boys and girls are pictured in many phases. Several of the "cat and mouse" stories might have been omitted, as they mar the childlikeness of the book. Many of the jingles have a touch of Mother Goose's own flavor, such as—

Annie Leech
Found a peach,—
A beauty ripe and mellow,—
As the leaves
On the trees
Were turning red and yellow;

or again—

Tony and Tim
Aud Jerry and Jim
Are down in the meadow mowing;
Apples and cherries
And juniper berries
Are out in my garden growing.

The price of "The New and True" is \$1.25.

The Outlook for October 20 has two articles full of peculiar meaning to educationists. One takes for its subject, "The Soul of Personal Work;" the other, "Self-expression of College Women." The former is an appeal for the supremacy of the work to the worker, the other an argument in favor of the woman student being trained with reference to her personal power as well as her intellectual knowledge. *The Outlook* brings current matters to concise and well-balanced consideration, and should be within reach of progressive teachers.

EDWARD F. BUCHNER, of Yale University, New Haven, Conn., writes on "Froebel from a Psychological Standpoint," in the October *Education*. Every teacher should read this article, and get a new inspiration to read and study Froebel in his "Education of Man."

The New Science Review, conducted by J. M. Stoddart, is a miscellany of modern thought and discovery, published by the Transatlantic Publishing Co., Philadelphia. William George Jordan has an article on "Mental Training—A Remedy for Education," in the October number. Mrs. H. O. Ward discusses "What is Science?" and Henry Wood writes on "Tolstoi's What to Do." Published quarterly; price \$2 per year.

"What the Kindergarten Does for the Children."—A twelve-page pamphlet, presenting in clear and convincing style the claims of the kindergarten. Every kindergarten association should secure a hundred of these copies for campaign literature. Price per hundred, \$1.50; or 2 cents per single copy.

"Pilgrims and Puritans," by Nina Moore Tiffany, is a good history of early Boston days, and makes a practical reference book for Thanksgiving preparation. This book has been before the public for some time, but can be used to good advantage by teachers during the present month. (60 cts. Ginn & Co.)

PUBLISHERS' NOTES.

The Index to Volume VI of the KINDERGARTEN MAGAZINE was sent out with the September number, 1894. Those not renewing their subscriptions can secure the same on application.

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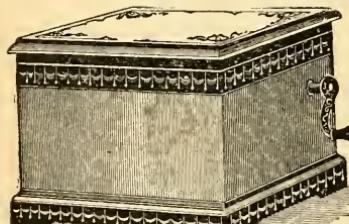
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THE SINGING BOYS AND GIRLS.—Luca della Robbia.

KINDERGARTEN MAGAZINE

Vol. VII.—DECEMBER, 1894.—No. 4.

FUNDAMENTAL ART PRINCIPLES CAPABLE OF BEING RECOGNIZED AND PRACTICED IN THE WORK OF ELEMENTARY SCHOOLS.*

LUCY S. SILKE.

HERE is noticeable today, in all departments of education, a growing feeling of respect for child instincts, and a tendency to recognize and profit by the revelations of the new psychology. Who that has studied the little child—that profoundest and most unconscious of teachers—does not realize that in some wonderful way his sense of the unity of his own little being is the starting point for that faith in the *wider unity of all things* toward which all culture must tend? “Unification,” says Spencer, “is the characteristic of developing thought.” Unification, or wholeness, says Froebel over and over again in various ways, is the characteristic of developing life. We teach language and numbers by groups and wholes rather than by alphabet, appealing to the creative capacity of the child’s imagination. Still more in our teaching of form and expression should we recognize this tendency. Observe in what single-mindedness all the varied experiences of the child’s growing world are received and judged. The ever-changing marvels of nature, as he follows them in the movements of bird and flower, the gentle yet irresistible influence of science, leading him to reason by its revelations, the impulses within him which ally him to both, may all be summed up for him in the one word,—life. All things to him are living. He is by the very limitations of his experience still at the heart of things, drinking in realities and vital relationships. Whatever artistic impressions he is

*Reprinted from the first annual report of the Western Drawing Teachers’ Association.

capable of receiving must be *basic* and *fundamental* ones, for *he is in the state of life in which he can appreciate no other*. He begins by touching at once the highest possibilities of his nature and the most earthly. Instinct and feeling bathe all the senses in a warm and vivifying sunshine. Starve the instinctive and affectional, and the lower faculties also are deprived of their best conditions for development.

Though the child cannot explain or understand this, his whole nature responds at once to teaching based on its acknowledgment.

Through the channels of nature, of science, and of art he is brought to know himself and others. They seem, indeed, all one to him; but by nature, I mean to distinguish all manifestations of life as such; by science, the mathematical, the intellectual, the container of life, as it were; by art, the poetic, the expressive, the creative, that, interacting with nature and science, brings the mind into conscious relations with both.

It is in this art, embodied more or less consciously in the growth history of every child that reaches manhood, and of every nation that attains any civilization, that we have a living interest. Emerson says, "It is nature seen through the mind of man." It is also science, apprehended in the same way, but not apart from nature, since they are inextricably woven with each other, and with the art that reveals them. We have no more part in our beautiful world than a *savage*, until science has conquered its terrors for us and art revealed its gentler elements. The barbaric and the half civilized seem cruel from our standpoint. What nation of the past could have produced a Corot or a Turner, who portrayed "in light and skies and mountains the painted vicissitudes of the soul"? Art finds its reason for being, in the need of progressive man for a mediator between the kingdoms of nature and the intellect, of a channel for his sympathies, and an outward symbol of his aspirations. The child, also, repeating the history of the race, shows this implanted need in his impulse to learn, to create, and to express.

We cannot fail to read in all true art, however crude and imperfect, these underlying principles of sympathy, spontaneity, and aspiration. They not only can be embodied in elementary education, but we are coming to see that they must be. They are the three distinctively art elements that characterize alike the great building, the great picture, the great poem, and the efforts of the little child. They belong

to his art side especially, as science appeals to his mental, and nature to his physical part. As we know well, what the intellect, unaided, only apprehends, sympathy comprehends and delights in. Here is the beginning of art, in the indefinite, the inexact, the unmathematical. Art may widen its sympathies, but it cannot disown them. It may grow more definite, more exact, more mathematical, but it must be from inward pressure, not by external compulsion. This is why ruler and compass so manifestly hamper the child instead of helping him. Can the limited ever dominate the illimitable? The clipped wings will grow again, and the mind soar above the measure that was never meant to confine it. Goethe has a word for this. He calls it "limit-transcending." In such of our artists as Kemys and Rodin, in Vedder, and John La Farge (I am thinking particularly of those nearest us in character and time) we see the indications of this free art spirit.

Ruskin maintains that for all its rigidity, Egyptian art was not mechanical. Its symbolism, so long as people held the key in myth and fable, kept it alive. Like children, more satisfied with their own crude drawings of men than with the most perfect portraits, they expressed the great thoughts they wished to convey, leaving out all minor details. It was their instinct for law and order, as much as the hardness of their material, which kept the lines of their beautiful lily and beetle forms so simple and severe, and gave to their representations of gods and heroes such an air of powerful repose. The democracy of the Greek spirit blossomed into colors and curves expressive of more personal and conscious relations with law. The strong, forceful Roman temper is well indicated in the roundness and strength of their curves and the richness and insistence of their ornamentation. All these were thus living art.

It was against later Roman art, when through the degeneracy of the Roman mind and nation it became mechanical and opaque, that the Gothic mind revolted, bursting all bonds and reveling in the indefinite in line and proportion, the inexact and unmathematical in interpretation of nature (Ruskin's "Stones of Venice"). This quality satisfies the child's hunger as no other art quality does. A steeple in a crowded city neighborhood lifts his imagination to its own height. His want of power to express this in language is no indication that it does not affect him. Leave him alone with his blocks, and you will see by what he builds how the Gothic spirit has appealed to his own.

Japanese art, also absolutely unmathematical and inexact, breathing character and insight in every delicate line, has been called the most childlike in feeling, of all styles. Here truly is nature seen through clear and childlike eyes. It is genuine and spontaneous thinking. It shows that intense sympathy for the *activities* of nature in particular that is so characteristic of children. Every figure has life, and almost moves; every tree grows vigorously; every river flows; and mountain and temple emphasize not so much the earth on which they rest, as their eternal upward pointing. Even the little lakes accentuate the life of the scene by the almost breathless stillness of their few straight lines. It reveals more than anything else the spontaneity of art, as the Gothic its aspirations. In the Japanese Educational Exhibit at the World's Fair, I was much impressed by the fact that the Japanese child begins his study of drawing with a brush, on what seemed to be Hogarth's line of beauty, a curve than which nothing could be more subtle, or more fitted to express life, motion, and the unconfined. (Vedder employs it as the symbol of life in his imaginative illustrations to the Persian poem of Omar Khayyam.) If he (the Japanese) lacks perspective, it is the perspective of atmosphere, and not of idea. The birds at the end of that long flight are as necessary to its length and sinuousness as those at the beginning. Why should they be the less birds? He yields to the testimony of his eyes, it is true, and draws them smaller, and leaves out what he cannot see; but otherwise his mind overleaps the intervening distance, and it is as though it were not. Color delights him, and he studies it thoroughly and well.

But it is the great fundamental principles of the various styles, which, born of human needs, have arisen, flourished, and one after another come to their end through over-refinement and externalism, that we need to embody in our elementary education. It is the office of the public schools to encourage individualism and originality, not mediocrity—to so free the mind that it may be master of itself. Art in the public schools must make the commonplace interesting and poetic, by approaching it from the imaginative side. "Of this thing," a wise man said, "be certain: wouldest thou plant for eternity? then plant in the deep infinite faculties of man, his fantasy and his heart. Wouldest thou plant for a year and a day? then plant into his shallow superficial faculties, his self-love and arithmetical understanding, what will grow there." Western art is accused of being labored

and full of effort as contrasted with Oriental treatment of nature and composition. We must come eventually to Froebel's point of view, and in our teaching, follow as well as lead the instincts of the child.

Professor Barnes of Leland Stanford University, in his valuable talk at the educational congress last year, made this point very clear, that children have a keen appreciation of a type and an unerring feeling for the elements of good composition. Here is a policeman; you know him not by the features, but by the star and buttons; they are the symbol of his kind the world over. Therefore the child, looking through his personality to the larger personality for which he stands, draws a figure with star and buttons, and is satisfied. Among the 7,000 drawings submitted by Professor Barnes in illustration of a nursery story, the choice for the pictures seemed invariably to be the moment just before the catastrophe, when interest and excitement being at their height, there was still an opening beyond, through which imagination might travel on and picture the result in its own vivid colors. Mr. George Schreiber, in his decorations for the Children's Building at Jackson Park, has embodied the same thought. There is Brier Rose, just before the thrilling moment of the awakening by her Prince; there is Hans and the Golden Goose, with the children flying after, and the castle, where unaware the little Princess awaits him, just ahead. You can hardly wait for him to reach her.

This suggestiveness, rather than completeness, is the secret of pictures and toys that children find interesting. If given a chance to assert itself in their own drawings, it will effectually prevent that mournfully perfect work which Dr. Harris says only arrests development. "Only dead things," says Mrs. Whitney (I think), "will take a polish." There are no possibilities of growth in Bouguereau's art, the critics tell us. He has set himself a limit, and has begun to polish.

But I do not want to be understood as undervaluing the more exact and disciplinary side of art training. Wherever there has been any genuine art training it has disciplined and refined, for art, of all subjects taught, is supreme in training the emotions and feelings. Sympathy and the habit of spontaneous expression draw forth the aspirations, correct, uplift, sustain and develop them, where dictation and the prescribed only dwarf and suppress them. Even in illustrative drawing, so called, discipline must not be lacking. The idea that drawing is a means of enriching the

other studies is only half true. It must enrich *the child*, or it has no place in his education. The study must not only teach him how to express, but must fill his mind full of the best things to express. For art where it is real is as many sided as life itself. It appeals to the intellect through geometric form, to the social instincts through contact with the product of human hands and hearts, to the poetic, the affectional, and the æsthetic through the life of living forms. Therefore we cannot but recognize as proper subjects for study not only the geometric solids, but also manufactured articles, and plants and animals.

And each of these in turn has its poetical as well as its mathematical and social sides. The sphere, cube, and cylinder, for instance, answer to the child's longing for a type, while they teach him patience, temperance, and truth. Their form allies them equally to the worlds of nature and of science; but as in neither of these kingdoms do we find perfect forms, their perfection suggests an intellectual idea and a higher law. And they *belong* to art because they are the expression of these ideals,—of aspirations toward completeness, as in the sphere; toward rest, as in the cube; toward expansion, as in the cylinder. These need to be studied not in abstract relations,—by point, by line, and by surface,—but by wholes, and not by whole objects only, but by groups.

"Where wholeness is," says the great apostle of childhood, "there is life, or at least the germ of life. Where division is, though it be only halfness, there is death, or at least the germ of death." "The child now has a small world within him, and should represent it in a way suited to his strength." What way is suited to his strength? The way most in harmony with his development,—by groups and wholes, and in a material as plastic as the idea is new. (In regard to the groups, it is a matter of daily experience that children even upward of fourteen years of age are helpless and puzzled to express a miscellaneous collection of objects, while they become eager, interested, and courageous when the objects are bound by a common idea and co-operation into some one unit,—as a house, an army, or a tea party.) And this idea must realize itself quickly, spontaneously as it were, uninfluenced from without, in clay, in charcoal, or by the brush. For freedom is necessarily limited by the material, and should be hampered as little as possible in its first tender beginnings.

Now Froebel gives the sphere, the cube, and the cylin-

der of equal size. There is something unsatisfactory about this group; why? because the cylinder, unlike the sphere and cube, is capable of expansion, and has not fulfilled the promise of its being. Lengthen the cylinder, and you have introduced an art element—that of proportion—capable of infinite variations. This sense of proportion is the beginning of all art feeling in the child. It opens out to him the illimitable field of choice. Can there be any art feeling without this freedom to choose—not in license, but in recognition of the pleasing? Recognition of the pleasing must have its deep foundations in the physical feelings, so keen and active in physically growing beings. The little group is immediately personified, and like people in a group, must begin to exercise mutual forbearances and to give up something for the sake of the community. One must not plant itself selfishly in front of another, nor push so close to it as to give a feeling of crowding. They must not stand too far apart, for they are friends, and two may even be arm in arm. The stronger may support the weaker if necessary, but should be willing to retire somewhat and deny himself; for "*noblesse oblige*," you know. And edges must not coincide nor sharp elbows annoy, for there will be clashing of interests. And as the children advance in appreciation, and the elements of choice grow more various, unnatural positions are found to cause a sense of insecurity. There must be objects of different height, for variety. The rectangular are apt to be self-assertive and demand the centering of the eyes, therefore there should not be too many of them in the group, unless they are built into one. And although objects placed in a row remind us pleasantly of trees and lamp-posts and soldiers, they do not give us as permanent satisfaction as in a group, for only the trees and lamp-posts would not get tired; and you and I, if we had to stand for very long, would rather stand at ease. Need we know until later that although the eye sees but two dimensions, the imagination *demands* three, and that therefore our group is best when it suggests proportion in distance as well as in form? We are not to blame if it is the children who see the deep and living reasons for these things while we look only at the superficial! It is our life and education. Only let us not, as we roll away from the sun, grow so far from "the springtime of our childish years" that we cannot revive it in season, but rather, like the streams of Lowell's New England home,

. . . . keep a summer mind
Snow hid in January. . . .

These ideas, far from being an aftergrowth, are native in the comprehension of children. They constitute, as Froebel says, a "general capacity or talent of man," and they are really at the foundation of all good composition. What we call the technical terms of art—touch, breadth, composition—are not technical in children's eyes, but real. An artistic touch is the result of a sympathetic feeling, not only for the idea to be expressed, but even for the materials in hand—for the touch of the pencil upon the paper, the hand upon the pencil.

Breadth of light, the keynote of all that is modern and progressive in art in America, comes without effort from the habit of looking for essentials, not trivialities. These qualities are born of instinct and intuition.

Without instinct and intuition no development *in any department* is possible. Behind the Gothic and the Renaissance, behind the Greek and the Roman, behind the Egyptian, most of all, the first of our forefathers in art and civilization, from whom we get those universal and lasting types of scroll and flower and tree, stands the great locked treasure-house of myth and fable, that fed of old the imaginations of the world.

To this principle, if not to these fables, we must return, if we are to fulfill our whole duty to the hungering and thirsting child natures in our care, and to develop that healthy and intelligent sympathy without which labor grows to be a curse and our lives are only half joy.

Antæus, the Greek imagination tells us, in his struggles with Hercules was constantly overthrown by his adversary; but as often as he fell, his mother—Earth—revived him, and he rose to the conflict mysteriously refreshed. The earth we need is not the dull sordid earth of our own making, but the divine, beautiful ideal earth that reflects and repeats the ideal world within.

THE FIRST SCHOOL YEAR.

KATHERINE BEEBE.

IV.

Festivals and Holidays.—One has only to go back into his own childhood and live for awhile in the joyous anticipation and happy celebration of various red-letter days, to realize something of the reason why Froebel made festal occasions a part of his educational system. It is well for the busy teacher, who has a certain task to be accomplished within a certain time, who dreads the interruption in routine and the general commotion which gala days occasion—it is well for her to realize what these days and hours mean to the children; it is well for her to appreciate the force of the interest, enthusiasm, and good-will so generated, and then to turn it to account. Children delight in occasions, and care more for the accompanying variety and novelty than for the manner of celebration. A little will go a great way with them, and, as in all relations between teacher and pupil, sympathy and participation on the child's own ground is the main thing. Teachers too often regard the days set apart by custom and tradition as interruptions to the regular work, which must be borne and lived through with as little trouble and as speedily as possible. They look upon time spent in the preparation and the celebration as more or less lost or wasted. They are glad when it is all over and they can settle down to "regular work" again.

In most schoolrooms birthdays are passed without notice; Halloween and April Fool's day are celebrated possibly by a few words of warning as to the behavior of the students out of school; Valentine's day is tolerated to the extent of a valentine box; Thanksgiving day receives honorable mention, but Christmas is supposed to be best observed by a holiday from school work. Washington's birthday, Lincoln's birthday, and Memorial day receive more attention because so ordered by school authorities, and because the proper thing from a patriotic point of view; but there is a sameness and monotony about the songs, decorations, speeches, and the reciting of "The Blue and the Gray" from year to year, that whatever the day may be to

children (though it is possible that they too may tire of it by the time they reach the eighth grade) makes the teacher glad when the day is over. Halloween does not amount to much in the opinion of grown folk, but the children cling fondly to old customs. They are bound to celebrate it somehow. The small boys will join groups of older lads in the evening in the ecstatic joy of taking off gates, throwing cabbages, and upsetting horse blocks. The small girls will stay at home wishing they could join their brothers.

Our ideal teacher, who has resolved to be Froebellian in all her work this year, is more than willing to meet the children on their own ground. She is glad to give them the sympathy they crave, and to enter heartily into their mirth, even if it does cost time and trouble. She is consecrated to her work in school as well as out. So this teacher, when the last day of October comes, brings with her to school, a program arranged for the hilarious occasion. She is prepared to give in a reading or writing lesson a simple account of the origin of the hallowed eve; she tells a Halloween story and uses its suggestiveness for her busy work; she will talk *with* her children and let them tell her all they know about it, and have further reading lessons on their experiences; she may even give her science lesson on a pumpkin that will evolve into a Jack-o'-lantern before she is through with it. Best of all, she will explain to her little folks that there are two kinds of jokes to play on people,—jokes that are only unkind and mischievous, and jokes that are pleasant surprises; and then she and they together will plan a few harmless, happy ones for the evening. She will meet them, with the mothers' permission, at one of the homes. As soon as it is dark, all together like the Brownies, they go out and play a joke on some friendly neighbor. They will rake all the leaves from old Mr. Johnson's grass and surprise him, Mr. Johnson having been previously and privately warned to keep quiet and out of sight; or they will each bring a vegetable and leave the whole lot on some poor body's doorstep. Perhaps they will have an opportunity to repair mischief done by older boys, and perhaps they will sing some of their pretty autumn songs under the window of some sick child or friend.

There are many jokes of this kind to be played, and the children—bless their warm little hearts! are equally glad to play this kind as the other; more glad, indeed, if some older friend will go with them in a spirit of frolic. Such expeditions are not as impossible as they seem. Given an

unselfish, a consecrated teacher, and the thing is done; for the children are always ready and eager to participate. Mothers and friends gladly coöperate with teachers when asked to do so, and the older brothers and sisters are always eager to help. October evenings are long, darkness comes early, and a whole party can begin and end between six and eight o'clock. What a wealth of material can be gathered for the next day's work in the experiences that mean so much to the children, to say nothing of the good-will, kindness, and comradeship engendered by the fun all have had together!

April Fools' day can be celebrated in much the same way, and will be more easily managed, as it is a day instead of an "een." By planning in advance, enough kindly jokes and happy surprises can be arranged to fill a school day with delight, and to send the children home with a new April-fool method to try on those about them. For instance, take the time-honored custom, in which we have all doubtless indulged, of pinning paper streamers labeled "April Fool" on our friends in their unguarded moments. Why not keep some of the children's work—pretty sewing cards, written stories, pictures carefully drawn, paintings, and other hand work—for this day, to be pinned upon friends, instead of waste paper? Suppose such things should be left on doorsteps and in unsuspected places for those the children love. Would not the result be a happy one? Take the April-fool jokes your children confide to you and turn them right side out. Every unkind or meaningless joke will suggest its opposite, and again a wealth of material and experience will make the school lessons of that week among the most impressive ones of the year.

And Valentine's day! Going back to the childhood of the small girl whom "I knew best of all," I remember how much pleasure lay in anticipation of and preparation for the day. Fully four weeks before the fourteenth of February we children set up a valentine box in the hall,—a sealed box with a slit in the top. From that time on we were happily busy with pencils and paints making valentines for each other, which we dropped in the box for the eventful day. Something of the same sort could be done in school, and acceptable work easily transformed into valentines for friends and playmates, to lie side by side with those especially made for the occasion and those bought at the store. The school Valentine day would, like the other festal days, bring with it the story of the day; valentines could be made

as beautifully as the materials allowed, and the box opened as a climax. Comic valentines need not even be considered, for every teacher discourages them in words, and our ideal teacher spends weeks discouraging them in deeds. The pretty, old-fashioned custom of leaving the valentine on the doorstep, ringing the bell, and running away, has been largely discarded in favor of the postman; but when I remember the joy it was to us to receive valentines in this mysterious way, and the bliss it was to deliver them, I am willing to urge my ideal teacher not only to revive the old custom by indorsement of it, but to take a turn at it herself together with the children after school.

Kindergartners have been making valentines for years, and each one of them knows many pretty ways by which to transform paper and pictures into love tokens. Teachers can learn the details from them and from the February numbers of the KINDERGARTEN MAGAZINE. The teacher's originality and that of the children will be called into full play, for of course the small folks have been doing this kind of work at home under the teacher's stimulus and bringing it to school.

Thanksgiving day brings its own suggestions with it. In addition to the first lessons in American history which it has for the little ones, it holds experiences past and prospective which make delightful reading lessons. It is essentially a family day, and our conscientious teacher can safely leave her flock for her own family this time. A well-known music teacher in Chicago has instituted a pretty custom among the children in some of the public schools by instituting them to sing their Thanksgiving song early Thanksgiving morning just outside father's and mother's door. The same encouragement and suggestion is given at Christmas and Easter time with most happy results.

There is no reason why in primary rooms as in the kindergarten, the children should not prepare at least a few gifts for their home people. Any mother is glad to have neat little books of school work, and all a child's love and good-will, surrounded by the beautiful Christmas mystery, can so be put into their work for weeks.

If the children are reading and writing about Christmas, working with their hands for Christmas, reciting Christmas poems, and singing Christmas carols during the days preceding that usually riotous and "mixed-up last afternoon," there is not much call for special exercises. In perfect accord with the other work can the songs be sung, the poem

recited for the last time, the work finished and distributed, the last story told, and anticipations and good wishes written and read for the parents and friends who choose to come, and the last hours be made happy, busy, and profitable.

In regard to Washington's birthday, Lincoln's birthday, and Memorial day, I would suggest for the little ones that instead of a little decoration with flags, some patriotic songs, and "pieces" spoken by individual children, the rooms be made bright not only with flags, but with black-board pictures of the stories told, drawn by the children, and by any other kind of work that can be exhibited; that the lessons be read, the songs sung, the poems recited, which have been part of the regular work for the preceding days or weeks; that the marches and physical exercises which are a part of each day's program be well and carefully practiced, because fathers, mothers, and friends are coming. It is more satisfactory on these festal days for parents and friends to see something in the line of regular school work, *with the occasion for subject-matter*, than the usual celebration in primary rooms. It will be more strictly educational for the children, and the teacher who is anxious to keep them up to grade will not feel that precious time has been lost.

Birthdays of individual children will supply bits of biographical reading most interesting to the hero of the story, and to his comrades as well; it will not only be a pleasant variety, but an opportunity for gathering impressions, deep in proportion to the new interest. The kindergarten custom of making the birthday child the leader and favored one for the day could be easily adopted in primary rooms, and would mean much—so much—to the little Johnny or Mary, to whom a birthday is a great event. In the kindergarten some of the day's hand work is made into a gift for the birthday child, and the same thing could be done in school if the teacher wished it.

One word as to patriotism—for the patriotic festal days are those most emphasized in school life. A knowledge of our own country is of course necessary; patriotic songs will never be forgotten and will move the heart as only music can, throughout a lifetime. The flag should be a loved and familiar object, and marching and drilling have their place and part in the instillation of patriotism into the youthful mind. In time of war or emergency all these things through their very familiarity would go toward inspiring a

patriotism which would lead to deeds of heroism and sacrifice. But there is another kind of patriotism too often lost sight of in the grand hurrah of a celebration. Our children are more likely to have to *live* for their country than to die for it. They must be good individual citizens if the commonwealth is to be preserved in all its glory, and the children are as much a part of this great commonwealth *now* and today as they will be when they join the National Guard, go to West Point, or vote for university trustees. They can be good citizens in school, on the playground, and on the street. This patriotism is fostered when the children are not only taught respect for schoolroom property, the state's property (and therefore partly theirs), but also when they help to make the rooms beautiful and bright. It is also fostered when they are taught to respect the fenceless boundary lines of individual property owners, fruit trees, flowers, and park ways; to refrain from marking fences and sidewalks with chalk; from stoning birds and animals, and from being too noisy as they go to and from school in groups.

Public schools are too often public nuisances. Property is never as valuable near a school as a block or two away from it in residence districts. The school yards are often unsightly, the children noisy, and the building shabby. Would it not be a genuine and a worthy patriotism if school grounds were made and kept beautiful by pupils and teachers, and if the school as a whole showed habitual consideration of its neighbors? The work that children can and will do under friendly inspiration is underestimated. They would like nothing better than to dig, plant, rake and water, if the always necessary sympathy and participation of the teacher could be with them. Sympathy and participation! The words will bear repeating, for they are the "open sesame" to the child's heart.

AIMS AND RESULTS OF AN AGASSIZ CHAPTER.

CLARENCE E. HEMINGWAY.

THE following paper will endeavor to present, in a general way, the aims of an Agassiz Chapter and the outgrowth of its work, as may be observed in many communities.

The encouragement of natural science work among young people is certainly a field of usefulness which is worthy of all who have had wide opportunities for travel and investigation, and who are filled to overflowing with a knowledge of those things which appeal to boys and girls.

This work may be accomplished by any cluster of persons who have mutual desires for study. It may begin simply and expand gradually, until it becomes more and more intricate, finally leading the devotees to the great university laboratories and libraries. The work with natural objects and research of same will frequently reveal the keynote of the unformed characters of many young people who have not developed in any special direction. It is enjoyed by all, old and young, and no one can fail to expand under its influence.

An Agassiz Chapter is a group of two or more persons who band themselves together with a mutual aim for study, the text-book being the book of nature. These chapters are branches of the Agassiz Association, which is an incorporate body, with headquarters at Pittsfield, Mass., their emblem being the Swiss cross. Chapters whose universal aim is the pursuit of truth may be found in all parts of the world. The time and place for the active work of chapters may vary to fit the needs and preferences of the members. There may be a family chapter which comes together for an occasional evening when notes are compared, the regular work being accomplished by individual effort. Other chapters are so organized as to be entirely independent of the incorporate body, choosing rather to elect their own officers. These are the chapters whose life and success depend upon some one person who shall place himself at the disposal of the chapter and oversee its workings. The membership of chapters differs greatly, varying from a group of college people to the children of public schools

and by-way missions. The beginning work must be of such a character as to thoroughly interest the specific members. It should arouse in them a genuine love and enthusiasm for their new range of vision. The first sessions must be broad in scope, at the same time sufficiently specific to impress those who listen, with the beauties of one or two special lines, thus leading them to realize the vastness of their future field for study. It must be determined study together, of the book of nature, with the promise of each member to do all in his power to help each other member to find the beauties and wonders of the earth. God has made this work easy of access to all who will take the pains to turn over with care the leaves which fall by the wayside and reveal the truth.

The organization of a chapter must be such as will stand, and the by-laws flexible enough to meet all future needs. If the by-laws be too rigid, they must sooner or later be revised, which means the loss of considerable valuable time; so that while the constitutional and parliamentary rules are by no means lost sight of, they should always be considered secondary to the main object of the chapter,—viz., the study of truth as found in nature. As to the qualification of members, some will be advanced in one line of study, and others in another. The person who has the chapter in charge must carefully study each member and equalize the pressure of work as far as possible. Individual members will sometimes branch out very extensively in the special lines which interest them, while others will delay or shirk personal investigations altogether, satisfied with absorbing what is brought into the chapter's session by others. When a member reaches the point where he or she will do the outlined work without hesitation or complaint, true success is assured, in whatever branch it may be. The initial effort is often a fair index of future development.

Many young people do not know how to utilize the latent energy they possess, or are afraid of themselves. These often are the most surprisingly successful workers in the club, and are by far the most interesting to the teacher. Proper environment is essential to healthful development. In the country and in villages this is apparently an easy matter to regulate, but after all not so easy as might be imagined. So many outside amusements of a trivial character, which have no real worth in them, constantly distract the individual from doing his best. These must be first of all well looked into by the director of the chapter, and work

planned so as to harbor and nourish the best tendencies of the individual, so that he will far more enjoy the session of the Agassiz Chapter than any other meeting of the week; for it is here he will prove himself and show to his colleagues just what are the results of his efforts.

Some one will say, "You can do nothing with my girl or my boy, in that sort of work." Let us try. There is without doubt some good in every character, and each individual has somewhere—down deep it may be—in his nature a chord which answers to the touch of truth. Occasionally you encounter the peculiar phenomenon of two or three individuals necessary to form a single rounded character. Each individual supplying a needed element, they are mutually dependent upon each other. This we have seen illustrated by a clique of perhaps three boys. No mischief can be planned or action carried out with either one absent. They will stand or fall together, and no one member could be held accountable for the composite action of the three. This strange anomaly presents a wonderful opportunity to develop as many characters as there are persons involved. Peculiar tactics must in these singular cases be mustered into service. The aim of the character *en masse* must be analyzed. The separate individual aims must then be selected and encouraged in the persons, who with proper precautions and opportunities for growth, will finally evolve themselves into separate and quite contrasted characters.

When a boy is pronounced absolutely tough and wild, there is certainly a chance for ethical skill to be tested. The wildest boys are known as such, because the covering of deception is so thick that the real boy is hidden; few of his friends or acquaintances know anything of the real depth, or even the framework, of the man in him.

He must be dealt with much as a young bear who is just a little ferocious. Make him respect you, first of all; the means used will of course differ with every boy. Firmness and frankness, with gentleness and plenty of real sympathy, are often the key to a boy's heart. He has a heart, and a spark of the divine nature in him, which will sooner or later lead him to spontaneously develop a spiritual longing for a useful life.

Take the boy among those whom he will look up to, where he can observe others greater than and different from himself. Show him objects that are new to him; for in an object lesson one of the greatest opportunities is found. Numerous methods may be used to cultivate the powers of

observation—one of the first faculties to be developed. One of the simplest is the study of the primary colors as they appear in the ordinary combinations; another, the study of the compass, the directions—at least the four cardinal points, the knowledge of which is indispensable. No boy can direct a bewildered passer-by intelligently, without the knowledge of the direction he is facing, and which is on either side and behind him. This compass lesson can be made exceedingly interesting by citing some instance of an adventurer or lost traveler whose dependence on the compass was a matter of life or death.

Then the notebooks. Each member should be instructed to procure a handy notebook, in which he shall record every observation in the realm of nature which presents itself to him for the first time. Notebooks should show the entire list of observations made by their owners, with accompanying *data*, thus evolving matter for future reference. "Never come to the chapter meeting without your notebook," should be graven upon the constitution. The notebooks will grow in number. At first the field notes alone will be recorded; these will merge into notes upon readings and comparisons with another's observations, with descriptive information.

The "field day" of the chapter is one of the most unique features, for a field day possesses all the charms of a picnic, combined with a wonderful opportunity for study. On these expeditions the boy has a chance to prove his worth. The all importance of keen observation will here impress itself upon his mind, of seeing for himself, and not accepting on faith the testimony of others. For he who sees for himself finds the picture gallery of nature most profitable and enjoyable. The specimens collected on "field day" may be studied, classified, and with the aid of the curator, properly labeled and placed in a suitable museum. A true museum may start from so small a nucleus as a pine cone, and when specimens are thus brought in by the members of the chapter, the collection is the constant pride of those who have contributed their own findings and have learned to appreciate the value of reference material. The museum should be an important adjunct to every Agassiz Chapter, and be open constantly, not only for inspection, but for study. Here a boy will proudly bring his new friends, who are shown what "I brought in," and told how "I caught that one." The predominating element in each boy's temperament will show itself in the character of

his collections. The casual observer of this work will be amazed at the articles brought in. The country boy will in all probability collect that which is natural to field and roadside, while the boy in town will bring in an assortment of objects which have been given him or have been purchased as curios. The city boy is the one to be pitied when a museum is started. He knows little or nothing about the natural surroundings of objects he has had given him. He commences by bringing in a piece of this stone, or that colored brick, sometimes chips of colored glass. A flower new to him is secured and produced as a handsome trophy.

The members of every Agassiz should be encouraged to write original papers to be read as numbers of the regular chapter's program. The subjects may be selected by the writer, or possibly by the executive committee. Personal observations and individual methods will be revealed in the papers read, if no influence be brought to bear on the boy to turn his thoughts toward encyclopedia or other volumes, whose text is sure to crop out word for word. These papers should all be recorded in a suitable book, which will prove the greatest prize of the chapter as it increases in age and earnestness.

Encouragement from the start to each new member, is the best way to insure profitable study. Thus the character of each student will develop as he seeks to interpret all that is rational and accessible in the undisturbed portions of God's outdoor laboratory, which is free to all.

THE CHRISTMAS DOLL AND HUMANITY.

MABEL S. EMERY.

CANNOT something be done to cultivate a healthy love of dolls?

If papa hears this question he probably scoffs at it, remembering how he himself bought three new dolls last Christmas, and the aunts and grandmothers sent eight more, so that there were eleven on one tree!

If mamma hears the question, perhaps she smiles too, thinking of the daily appeals to her for miniature dress-making and millinery.

If the young auntie hears it, she may recall how four of the parlor chairs were found full of dolls and dolls' belongings when her fastidious friends came to call yesterday. Cultivate a taste for dolls, indeed!

Yes, we want the right sort of taste for dolls. It is unfortunately true that at the present time not one little girl out of twenty in average well-to-do and well-bred families, seems to have any idea of how to enjoy dolls in a wholesome and whole-hearted way. The little girl of the period, the *fin de siècle* little girl, desires to own dolls—of course she does; but as a general thing, she cares for them merely as so much showy property, like new hats and new hair ribbons. She would be grievously disappointed did not Christmas and birthday bring gorgeous additions to her stock. All her friends and playmates have new dolls at Christmas and on their birthdays; but for the most part, the dolls, after she has them, mean to her little more than the hats and the hair ribbons. Ribbons fade and are consigned to the ragbag, hats get old-fashioned and tattered and are sent to the attic or the ash barrel. It is the way of the world. Too often the Christmas babies are regarded in the same coolly materialistic light.

"Be careful of that lovely dolly, dear," says mamma gently, when Rose swings the waxen lady by one leg or tosses it on the floor in a pet.

"Pooh, she isn't alive," says Rose easily. "If her head smashes papa'll buy me another."

Shades of imaginative childhood! Have we come to

this? Rose is not especially to blame for her lack of sensibility. She is a clever child, the inheritor of quick wits, trained at school to be sharp eyed and discriminating. From the scientific point of view she is quite correct. The doll is not actually alive. It cannot feel the whacks and bangs it receives, nor can it consciously suffer from a night on the garden settee in the pouring rain. It is, when we come down to cold facts, only an elaborately cut bag stuffed full of bran. Why pretend it is anything more?

It ought to be something more to the maiden of six. It certainly is worth while to "pretend" a doll is something more than a bag of sawdust; to try to bring up little girls to find in these dainty toys, on which so much human thought and skill are expended, something beyond their mere material facts as bits of fragile furniture.

The habit of treating dolls as if they did have lives of their own, dispositions, even characters, is one of the best means of cultivating the imagination along healthy and desirable lines. There is now in the air a generally awakening consciousness of the fact that children need help in the direction of right imaginative power. We grown-up people are finding out, through varied experience with hard-headed, literal-minded men and women, that half "man's inhumanity to man"—not to mention woman's inhumanity to woman—arises not from any positive cruelty of heart, but simply from lack of imagination, lack of power to conceive another person's experience and another person's feelings and ideas. This is just the sort of imaginative power which is most needed in everyday life. True, it is blessing unmeasured to own a touch of the loftier imagination of artist and poet; we owe a great debt of gratitude to the educators and teachers who are faithfully toiling to lift every child's life a little higher through the influence of art and music and poetry; but here, after all, on the plane of commonplace human intercourse, is the nearest and most vitally necessary aspect of imagination, waiting to be recognized and nurtured in the family nursery.

Again, the rightly sympathetic spirit, entering into the little girl's play with her dolls, means the quiet strengthening of her potential womanliness against the time when the world shall need it. In view of the sweeping social and economic changes of the last ten or fifteen years, this is a consideration of real importance. The adolescent experience of girls in the middle classes is becoming a matter very different from what it used to be. The daily traveler

on suburban railway trains, ferries, and street cars cannot fail to be impressed by the increasing magnitude of the army of self-supporting girls and young women,—bright, business-like, quick to catch up the ideas and ideals of these “hustling” times of ours. This is not meant for any Jeremiad on the subject of woman’s phenomenally expanding sphere. The Lord who made woman doubtless equipped her with sufficiently enduring and persistent womanly qualities to prevent her from ever developing into a new species of human being. But in view of the many new kinds of influence that are coming to bear on the half-formed characters of half-grown women, there does seem to be genuine reason for trying to strengthen in them, while they are very young and most impressionable, those distinctly womanly feelings and habits of mind which underlie the daily tasks and pleasures of the mother, and which largely condition the quality of our home life as a people.

These are the deeper reasons. There are many other practical arguments that might be brought up in urging the educational significance of dolls. The child whose doll is a near relative rather than a mere possession is in a position to undertake with spirit and zeal tasks of sewing and house-keeping that have the most evident and utilitarian bearing on her later life. The child whose two or three beloved babies are real companions, can and will keep herself happily occupied without constant and selfish demands upon the mother’s time and strength, and she will find healthy delight in such self-activity, while *blasé* Mademoiselle, the owner of twenty expensive, battered, and meaningless puppets, is fretting herself into nervous temper fits or quarreling with her playfellows.

How is the right spirit to be cultivated in children’s play with dolls? It depends partly on the father of the family; he must not, with mistaken generosity, provide so many dolls that maternal feeling is swamped under the miserly sense of possession. But most of all it depends upon the mother and the grandmother and the maiden aunts. The right woman knows how, and the right woman is

. . . one in whom
The springtime of her childish years
Hath never lost its fresh perfume,
Though knowing well that life hath room
For many doubts and many fears.

EDITORIAL NOTES.

AN American university professor who is visiting the great educational centers of Europe, sends us a Christmas greeting from Blankenburg, Thüringia, Germany, which reads as follows: "Cordial greetings from ground made sacred by memories associated with Froebel and the kindergarten! I write you from the place where the first kindergarten was organized, June 28, 1840, and not far from the Froebel monument erected twelve years ago. I came here today from Keilhau, where I visited the institution which he founded in 1817 and conducted until 1829, and where he wrote his 'Education of Man.'" Froebel is no longer an unknown factor in education. The modern schoolman is not up to the times who is ignorant of the biography of the author of "The Education of Man." The geographical location of this man's pioneer work is now noted in the official guides of the Thüringian Forest, and many American travelers take a byway to visit both Blankenburg and Keilhau. It is no longer sufficient to merely visit university towns and institutions in order to become acquainted with continental educational systems. The methods and practices of elementary educationists must be studied into as well. Go to Germany to study the university; go to Great Britain to study the academy and the college; go to Switzerland to study the elementary school. Come to America to study the kindergarten in operation.

CALLS are coming from remote districts for kindergarten help. Not long since such call came from a family in New Mexico, who wished to add to their household a young woman of culture and spirit, not only for the sake of the children, but also for the benefit of the entire family. Another opportunity was recently open in Texas, where a worker was wanted to go among the colored children. Several kindergartners were offered the place, but refused to consider it, because it was so far out of the way. Italy is out of the way also, and yet thousands of travelers make their way across the ocean each year to find it. The wise kindergartner or teacher will listen to far-off calls and court opportunities which open avenues for deep experiences,

rather than select those leading to comfort and convenience. Culture gained from books is but one sort. The culture and power gained from pioneer struggles, and the eye-to-eye, hand-to-hand contact with awakening human nature, is a very different sort. Both are essential to development. Opportunities for learning in the school of life should be sought after as eagerly as for learning in the college or university. It may be a great price to pay for experience,—to leave home, to leave comfort, to leave convenient access to further professional study, and penetrate unexplored regions,—but there comes a maturity, a rare flavor, a depth of color and fire into the character of all subsequent work, which is well worth the price. The precious stones lie buried many centuries before perfection glows and radiates from their polished surfaces.

The parent or teacher who gathers unto himself a wealth of human experience through his interest in humanity, can bring to the children of his family circle what no great library of thousands of wonderfully bound books can possibly reveal. The price to pay for such wealth is unselfish, impersonal, inspirational effort in behalf of righteousness. Christmas day stands for this principle, and as such has been commemorated down through the increasing centuries. The great deed of the coming of the Son of God down to the sons of man is celebrated and honored forever, and the author of the deed is glorified. Shall we, whose standard and prototype he is, hesitate before each daily opportunity, refusing to go out into all the world, preaching the gospel, healing the sick, and dispelling fears and ignorances?

The following is a homely lesson, but it has recently been taught anew by a little child, who explained the phrase "Look out for number one," as follows: "Yes, that's the golden rule, because your neighbor is the number one." An influential public man of the Pacific coast writes in the following earnest strain: "There is one or more earnest, searching woman in every community of five hundred or a thousand people or upward, who is waiting for an opportunity to organize the women into a kindergarten center. How is she, to be reached with the means she needs to go about this most excellent work? Whenever I find such a woman I talk with her, and she always responds, but begs to be shown 'how to take hold.' There must be a way to set this latent, waiting energy into activity, and hitch its particular wagon to the kindergarten star, which is so brightly in the ascendant." Will each reader of the above

appeal make the world a Christmas present by helping one such woman "to take hold"?

Read the prologue to Sir Edwin Arnold's "Light of the World," and accept it as the Christmas greeting of the KINDERGARTEN MAGAZINE:

Peace beginning to be,
Deep as the sleep of the sea
When the stars their faces glass
In its blue tranquillity;
Hearts of men upon earth,
From the first to the second birth,
To rest as the wild waters rest
With the colors of heaven on their breast.

Love which is sunlight of peace,
Age by age to increase,
Till anger and hate are dead,
And sorrow and death shall cease:
"Peace on earth and good will!"
Souls that are gentle and still,
Hear the first music of this
Far-off, infinite bliss!

EVERYDAY PRACTICE DEPARTMENT.

ARE HOLIDAYS HOLY DAYS?

The following questions may be used as topics for discussion before the December meetings of kindergarten Round Tables and Mothers' clubs:

Can you add to this list of holidays others which are generally observed in America,—Christmas, New Year's day, May day, Decoration day, Arbor day, Field day, commencement days, the Fourth of July, Harvest Festival, Halloween, Thanksgiving day? Are all festivals which are observed in the right spirit, holy days?

Why is the keeping of memorial days in honor of great poets, musicians, and artists profitable, and how do such special days add to the school history? Why does the annually recurring holiday delight children? Why is it wise to review the successive holidays, recalling what we, as a kindergarten or school or family circle, did last year at this time, and the year before?

For how many years have the English and Canadian people kept the queen's birthday? Could not the children of the older school grades make up a good chapter of modern history by finding out all the things which have happened within the reign of Victoria?

How does the expression "red-letter day" come to have its present meaning? Why are bonfires such indispensable adjuncts to national celebrations, and what is the meaning of bonfire? On what historical occasions were bonfires used as signals of loyalty and fraternity?

How many of our present holidays originated in religious festivals or saints' days? For what reasons were men and women canonized in early church history? By what authority were British and Saxon saints given their title? What is the date of All Saints' day? How does the affection and gratitude of a people canonize noble men and women? Illustrate this kind of sainthood or knighthood by giving an incident from modern history.

Where did the term "commencement day" originate? Why should the younger children participate in the closing school days of the older brothers and sisters? Why should parents do the same? Why should holidays be celebrated

by family reunions, and the social intercourse between the various branches of the family?

Do natural children delight in special occasions, and why? Are they willing to do their part in making them successful? What is the state of mind of children when in the midst of holiday preparations? Are they receptive, alert, loving, affectionate, or are they passive, indifferent, selfish?

Should a birthday celebration single out the child with undue attentions, or should it aim to bring him into more intimate relationship with his fellows, through loving and serving and honoring each other? Is it possible to keep a red-letter day without exhausting the participants or straining and exciting the younger children? Does the pleasure of such a great day depend upon external decorations or elaborate feastings?

How do patriotism, national sentiment, and social feeling grow out of national holidays? What social phenomena attend the keeping of a general or national holiday? How is national unity engendered by universal joy-making? Does the Christmas sentiment reach beyond the limits of national unity or the mutual faith of a few countries? Can the children be given a presentment of a great universal family, through the Christmas holiday, on which day all men, women, and children participate, in some measure, in exchange of good-will?—A. H.

HOW ARE YOU GOING TO KEEP CHRISTMAS?

Christmas comes but once a year,
And it now is almost here.

Let us welcome the glad day with hearty good cheer. Let us live the spirit of the day, and let its blessedness radiate as a halo about the entire month's work. Good cheer and good-will to all mankind shall be uppermost in our thought, in our work, and in our play. Let us have the pure motive of loving-kindness in everything we do.

Each child shall be given the opportunity to make and present a gift to some special person. In order to help each child place his effort and "good-will gift" justly, we must look into his home environment more deeply than ever before. The children are eager to give, and glad to work in order to have gifts ready for their home people.

Their motives are not often sullied with the expectation of a return of favors. The making of gifts in the missionary or charitable spirit should be avoided. Lead the child to see that we are all members of one large family, and as brothers and sisters are glad to serve each other. The spirit of joyous helpfulness should be with us all the time, not merely during the Christmas season. Teachers, you cannot arouse this spirit among the children on a day's notice, much less if you do not possess and practice it yourselves. Let the very atmosphere of your little world savor of it, and it will then live in the children naturally. There will then be no difficulty as to the motive of their Christmas keeping and giving. They will understand why gifts are made and received. They will volunteer the question, "Why do we keep Christmas?" Then follows most naturally the true Christmas story, and the real Christmas purpose. These are partially familiar to each child, and a few purposeful questions on your part will bring out and unify this varied knowledge. Here, too, is the opportunity to clear up the mistaken or perverted impressions which have accumulated through the inadequate efforts of adults who do not themselves feel the beauty of the Christ time.

Let the story of the Christ child be developed as a vivid reality, not merely as a remote legendary tale. Let the children know him as a little child like themselves. Give them the true historic setting of the story, and put all the poetry and faith of your own soul into the telling. Let them journey with Joseph and Mary to Bethlehem, and in simple language tell them the customs of the people at that time, but by no means lose sight of the great central fact of the story. Show them a picture of Bethlehem, or sketch it on the board as the story proceeds. The wise men are realities, and their coming was a symbol of such humility and devotion that any child can feel with them. The dutiful shepherds, in their coats of skin, caring for their flocks, may be made a pastoral poem to the mind of the child. Let them see the hill and valley, and make them feel the peace and beauty of that wonderful night when shepherd and sheep slept together under the starry sky. They will thrill under the splendor of light which "shone round about," and be as eager to follow the star as were the shepherds.

With a copy of a picture of some of the old masters, lead the children to study the face of the young mother of the Christ child, and find the halo of light about her head.

Tell them of the famous artists of all countries who have for centuries striven to paint her picture, and how these pictures are the greatest and best in all art. As we look at the child in the manger, with the oxen near by, we may each feel a tingle of joy and a thrill of genuine gladness. The little ones may wish to touch the baby hand and caress it softly. This human reality of the Christmas baby must not be lightly passed by, for it is this birthday which we honor and keep on the twenty-fifth of December, and not an annual day set apart for eating, drinking, and reveling in presents and luxuries. It is this great gift, and an understanding of the principle by which we may give ourselves to God and to humanity, which should be the central subject of our thought.

The story can be carried forward by ten-minute talks each day. These should be illustrated with good pictures, which can be sent around among the children at the close of the talk. The picture of the Christ Child and Mother is kept on our walls during the entire year, and at this time is brought into the story, and all its silent influence is gathered together as the children quietly compare it with the other pictures in their hands.

St. Nicholas and Santa Claus need not be troublesome people on the Christmas stage if they are understood properly. They stand for people who practice Christ's teaching. Let us think of our own childhood experiences, of how we hung up our stockings and went to bed with the full determination to catch St. Nicholas at his work; how we never caught him, but awakened early and tiptoed to see what he had left us. The following account of how a certain man named Nicholas became a saint is said to be authentic:

"Once upon a time there lived in Germany a man who had a great deal of gold. He was so kind and generous in his use of it, that he made many needy people comfortable and happy. But whenever he made gifts he would go after the people were soundly sleeping, and put his presents in through the windows. No one ever saw him do these things, but people began to call him Saint Nicholas, and whenever a kind favor was done by anyone they said, That was a Saint Nicholas deed. May we not have some one who might wish to remember us without being known? If so, he must be our Saint Nicholas."

To such a generous and universalized saint the children may well sing their hearty messages:

Jolly old Saint Nicholas,
 Lean your ear this way;
 Don't you tell a single soul
 What I'm going to say:
 Christmas eve is coming soon;
 Now, you dear old man,
 Whisper what you'll bring to me;
 Tell me, if you can.

When the clock is striking twelve,
 When I'm fast asleep,
 Down the chimney broad and black,
 With your pack you'll creep.
 All the stockings you will find
 Hanging in a row;
 Mine will be the shortest one;
 You'll be sure to know.

During the month of December the children have been busy making gifts for their friends, also decorations for the rooms and the Christmas tree. The day before our celebration all are busied helping dress the tree, carrying invitations to friends, and making all things ready. There is no undue hurry about this part of the program. Every detail of the work is well planned and every child and assistant has his definite part to do. At last all is ready, and the friends come from ten to twelve o'clock. The picture of Froebel, the draped flags, the evergreens, mottoes, and pictures, all add to the charm which is peculiar to the kindergarten. As the "wonderful tree" is wheeled into the center of the circle, the children join in the Christmas-tree march around the room, in and out among their friends, taking the gifts from the tree and distributing them, singing as they go:

Happy, happy Christmas!
 Let our voices chime;
 Long ago was Jesus born
 At this blessed time.

Happy, happy Christmas!
 Therefore do we sing,
 As our little gifts of love
 To our friends we bring.

—Elizabeth K. Matthews.

THE KINDERGARTNER'S INTERPRETATION OF THE CHRISTMAS FESTIVAL.

One of the delights of childhood is the festal day, full of joy, full of mirth; a day commemorated in poetic simplicity, that shall remain in the heart a memory as sweet and

tender as an Horatian ode. Such a day will have for its motive that which shall prompt the awakening of some particular emotion, as filial gratitude, love of one's country, or the pleasure of giving. The life of the kindergarten in its strictest intention means to give opportunities for this emotion to culminate in a corresponding deed, and to reappear again and again throughout the child's experiences, finding expression always in particular acts, until it finally becomes a principle of conduct.

I wish to call attention to two phases of the festal occasion in a general way, and then to illustrate these by reviewing the Christmas festival.

Our first desire is to show honor, respect, and love toward an especial being or object. It resolves itself into symbolic or art form, by which this honor, respect, and love may be recognized and commemorated. Then follows the working out of the art form chosen to embody the conception. This is the second phase of the work.

The festal day arrives, and the happy moment which realizes the completion of the circle of experiences. We have now the conception of the deed, the actual deed, and something more. For the beautiful thought which the child conceived, for the beautiful deed which he executed, there is given in return a beauty of soul. The deed returns to the doer, enriching him a thousandfold.

Froebel gives the birthday song, "Weave the Little Basket," in the delightful and inspiring festal spirit, and its accompanying motto expresses the need of molding thought into deed. It reads,

Try to give outward form to thought
That stirs a child's heart day by day;
For even a child's love, left unsought,
Unfostered, droops and dies away.

For if the child is to become what his destiny demands, the contemplation of beautiful objects and thoughts and deeds is not enough. He must evolve beauty from himself. There must be the underlying motive, and also the outer expression in the particular act which characterizes it.

The wonderful story of the Christ child, who came as a gift to all the world, furnishes, as an example, that highest actuating motive, loving-kindness. The kindergartner in relating the story has placed vividly before the child an ideal motive for action. And to her query, "Shall we make presents for those we love?" the child gleefully responds, "Oh, yes! let us make presents too."

When the present is beginning to be made, from bits of paper, perhaps, there is also springing up in the child's heart that which we hope shall prove a rich heritage to the man,—the desire to do something for others.

The child wishes his present to become a complete, perfect, beautiful, and worthy object. Time, labor, skill of hand, ideas of beauty and fitness, all weave themselves into the fabric he is creating; many are the consultations held over colors which look well together, over designs to ornament, over stitches to be made. All his self is concentrated in the one thought that his present shall fulfill the conditions which go to make it a worthy symbol of his loving intention to bestow happiness upon another.

This anxiety is by no means unimportant; in fact, it is scarcely secondary to the prime motive. The kindergartner endeavors through her own artistic resources to make suggestions, and also to make attractive the bits of raw material. If the child can only do the simplest weaving pattern, the colors can be well chosen, and the finished piece carefully mounted. If he can do no more than paste a few circles on a card, their arrangement can be artistic. Beauty is not necessarily the result of difficult or complicated work. It is more often simplicity of design, soft harmony of tones, or sweet thoughts worked out, which constitute beauty. Mamma's favorite color in the dominant tone, or papa's flower deftly stitched, cannot fail to please, when the loving heart and the willing fingers unite in earnest purpose with the skill to do.

Unconsciously the child, through the exercise of all his faculty of accomplishment, puts into his work more than the simple materials indicate. He who looks upon the gift with the eyes of the good fairy, who perceives finer things than ordinary mortals, will see an "interweave" of loving-kindness, and his misty eyes, touched by the gentle spirit breathed into the fabric, will discover a delicate tracery finer than threads of gold and silver, more wonderful than the intricate lacings of Moor or Celt. The child has freely given his best. No more can man do; yet this is no more than he ought to do.

The world rejoices today that a Raphael put his best upon canvas, that a Virgil sang his best, that a Luther preached his best. But a few weeks ago Conan Doyle said to a Chicago audience, referring to the aspiration of the philanthropist and that of the novelist, which he thinks should be the same, that "Man can have no higher aim and

no nobler ambition, than that of lightening by one feather the load of care which darkens so many lives." It is the Christian spirit of the age, the spirit of the yuletide, and the kindergartner is blest who encourages the child in her charge so that his heart shall not falter, his courage shall not fail, his purpose grow weak, nor his skill to do, prove inadequate to the performance of the loving task.

The Christmas festival emphasizes very clearly the quality of the work of the individual who seeks to make actual and apparent to others the ideal of his heart. It calls for nothing short of the best within his reach. And the best cannot be bought; it is the best of human endeavor, than which nothing stands higher. No substitute can equal it, no material power transcend it.—*Rose E. Morrison.*

SOME PRACTICAL EXPERIENCES WITH THE GIFT WORK.

The successful gift lesson must come from the kindergartner herself. She may have read of beautiful lessons full of helpful thought, and may have seen beautiful ones successfully given; but these will only be helpful in so far as they are suggestive. She must give of herself, and in her own individual way, or the benefit derived by the children will be small compared with what it might be. I once knew a kindergartner who was proud to say, "I have no more idea what gift lesson I shall give this morning than you have; but I know when I get there I can think of something." She made a practice of going before her class and saying, "Well, Johnny, I guess you may bring me the tablets today;" or "How many would rather have rings? now raise your hands, those who prefer rings; now those who prefer tablets," etc. This was characteristic of the whole lesson. How much of the Froebel system do we find in a lesson of this kind?

In giving a gift lesson there are always three important things to keep in mind,—first, what the children need, or are ready for; second, that the children's interest is aroused; third, that the kindergartner realizes the deeper underlying lesson which the children grasp unconsciously, and which must be there.

To use the gifts as mere playthings does no real harm, providing they are not later to be used for instruction; then the harm done lies in the fact that much of the interest is lost. It would be like going through Europe without a guide, and knowing none of the places of interest. The

child would enjoy the gift alone, no doubt; but how much more if he is guided and directed?

We can tell if a child is ready for a gift, by carefully watching him. He need not necessarily know all there is to know of one gift before he is allowed to take two or three; for there are many likenesses, and they could be much more firmly impressed by comparison. The gifts are all arranged in such a wise, wonderful way, that the thoughtful kindergartner will have no trouble in presenting them to the child. The principal difficulty I find, is in trying to hurry over and not spending time enough on the First and Second Gifts. When introducing the larger building sets I find it helpful to take only a part of the material for the first four or five lessons. The combinations of the various gifts are very pleasing, as well as beneficial. The third and fourth, the tablets with sticks or rings, the sticks with rings or tablets, the rings with tablets or sticks, and lentils may be combined with any of the three.

To discover if a child's interest is aroused, the kindergartner must first look to herself; and if she finds herself interested, the child will reflect her interest. The deep, underlying truth comes from every true kindergartner, not in words, but in spirit and in truth. The child is incidentally and unconsciously learning neatness, order, and the power of application, or fixed attention. I have found it very helpful to dictate or give a lesson at home to sister or brother, or mother or father, in order to become familiar with it before presenting to the children, that I may be so much at home with the material as to enjoy it myself.

Another thing which has been of help to me is, when perplexed to know just what to say and how to say it so that all the little ones may understand, to call one of the brightest children to me and tell her just what I want, and have her tell the children in her own words. I was unable one day to make a very little boy understand how to weave; not having more time just then, I called one of my older girls and asked her if she could not tell John how to weave. I had told him to go between the little cracks with his needle; to pick up one and leave one down; to put the needle over one and under one, and everything I could think of, but all in vain. What was my surprise when coming again to John's table, to see him weaving industriously, and enjoying it.

"Well, Minnie, how did you do it?" I asked. "Oh, I just told him to have his needle hide and then peek out;

and then hide again as quick as he could, and peek out again; and after the first one had hidden and peeped out at every place, always hiding under the end ones, then have the next one hide under the other strips; and he knew just what I meant." Here is an experiment well worth trying. Give, for example, eight of the square tablets of the Seventh Gift to each child, keep your own set out of sight, and let one of the children tell the others what you make while watching you. Note the child's choice of words as she describes your work.—*G. E. L.*

ENLARGED PICTURES FROM THE MOTHER-PLAY BOOK.

Mrs. E. F. Bethmann, of Dorchester, Mass., is arranging to put upon the market a series of pictorial charts enlarged from the illustrations of the Mother-Play Book of Froebel. These charts are in some measure adapted to fit American needs, but in the main reproduce the original pictures. They are primarily designed to assist in making practical some of Froebel's method of illustrating to children their relationships to mankind. They are peculiarly adapted to kindergarten uses, although mothers, and all in charge of young children, can employ them to advantage. The kindergartner will see at once their possibilities as help in games, stories, songs, and general detail of work. Parents and other teachers may not be as familiar with the method of the Froebel Mother-Play Book, and Mrs. Bethmann therefore offers the following suggestions, with references to books of songs and games:

The first of the series is the Family Chart, the central idea of which is to show family life throughout nature. (See the original on page 176, "Mother Songs and Plays.")

The little song on the chart is sung pointing to one finger after the other, to represent the different members of the family. (See Mrs. Hubbard's "Kindergarten Songs and Games," and "Songs and Games for Little Ones.") The picture in the upper left-hand corner can be illustrated by the two little finger plays of "The Bee Hive" and "The Ant Hill," and in the lower left-hand corner, the group of the five little mice can be used with the game of that name, all of which, with words and music, can be found in "Finger Plays." The picture of the birds and pigeons at the right illustrates the games in "Songs and Games for Little Ones." Other games and stories that can be used with this chart, may be found in the books above mentioned.

Of course in all these games it is not sufficient merely to call attention to the various objects on the chart; they must draw the child to observe nature and must serve as a key to its interpretation; the child must see the bird out of doors, as well as the bird in the picture; must watch its flight and try to imitate it by spreading the arms and going through the motions of a flying bird, thus taking a healthful exercise at the same time. The pictures on the chart taken in order, represent the different stages of animal life, and the various animals are shown in their appropriate surroundings,—the deer in the forest, the birds in the air, the fish in the water, etc. Last of all we return to the human family; the child sees himself in his home life; now teach him what he can do there,—how to use his powers of loving and being loved,—and teach him to protect and care for these animals, each according to its nature and needs.

The second picture is that of the Coal Miner and Blacksmith. The central idea of this picture is the dignity of labor and the interdependence of human beings on one another. Lessons of industry and progress can be taught from it, and object lessons on mining and blacksmithing given. Dwell on the uses of metals to the farmer, machinist, and soldier, and on their value in music, the arts, etc. The song on the chart can be spoken or can be put to music and sung with suitable gestures. Use also "The Blacksmith," and any other appropriate songs or games, in connection with it. This chart can be used to great advantage in more advanced classes for conversation, number lessons, story and composition writing, etc. For natural history lessons and elementary science, see "Life and her Children," "The Fairy Land of Science," "Coal and the Coal Mines," etc. Of course these are only hints. A visit to a kindergarten or a short explanation from a kindergartner will greatly assist in the use of the charts, and to any thoughtful mother, suggestions will readily occur. Mrs. Bethmann will gladly assist, by correspondence or interview, anyone desiring further information.

CHILD-STUDY DATA.

(Observations in the kindergarten of the Fifth Ward Primary school of Milwaukee, Wis., November, 1894, Miss Morehouse, kindergartner.)

The investigations have two principal objects in view: to ascertain from the study of the whole number of pupils those characteristics that belong to children in common,

and to study the individual child, to know whether he conforms to or diverges from the average or normal type. The problem of finding some simple method of estimating and recording the capacities and tendencies of our children is complicated by the need of finding the facts concerning each individual (who is to express his thought) independently, while his answer must be oral. We had the answer of each child without the influence of other children.

The summary of our investigations shows: We have thirty-four boys of an average age of six, and thirty-six girls whose average age is less than six.

Temperament.—Active, twenty-two—eleven boys, eleven girls; nervous, eleven—four boys, seven girls; calm, eighteen—seven boys, eleven girls; slow, nineteen—twelve boys, seven girls. Of the twenty-two active children five boys and three girls are also of nervous temperament. Active and nervous, thirty-three (boys and girls); calm and slow, thirty-seven (boys and girls), showing also a nearly equal division of the brighter and duller children.

Sound.—The test was very simple. Keys were struck on the piano, the child deciding the quality of tone. He was asked to judge the high and low tones at an interval of two octaves. Those who could distinguish high and low and loud and soft were twelve girls, ten boys. More distinguished only loud and soft—sixteen girls, twenty-three boys; those unable to note any difference, four girls.

Color.—On this test we used only the slats and paper tablets. Those who named readily, after two months in the kindergarten, the primary and secondary colors, were twenty-three girls, twelve boys. Two girls were unable to name the colors, but could select any color called for. We found no case of color-blindness. The favorite colors are purple and red, twelve girls and nine boys choosing purple, while eight girls and twelve boys prefer red.

Touch.—We gave the children the sphere, cube, cylinder, and some common nuts and fruits to name by handling. Every girl was able to tell readily by the sense of touch any object that she could name at sight. Four boys were found to be deficient in naming objects by touch alone.

Songs.—The musical taste, as shown by choice of songs, is about the same with boys and girls. Of the sixteen songs they know, the "Autumn Song" is preferred by eleven boys and nine girls; "The Golden Rule" is preferred by nine boys and six girls; "Come, Little Leaves" is preferred by one boy and eight girls.

Games and Occupations.—“The Carpenter” is the favorite of the boys, while the girls enjoy more “Let the feet go tramp, tramp, tramp.” The occupations preferred by the girls are weaving and sewing, while the boys choose sewing and folding.

Miss Morehouse is a very careful observer, and the results she reports are worthy of attention, both in themselves and for purposes of comparison.

OUR STUDY OF TIMEPIECES.

The following outline of some work done in our kindergarten on the subject of time, as based on Froebel’s Mother-Play song of “Tick-tack,” may be suggestive to others working along the same line. We began by having our morning talks about the ancient timepieces, the very oldest being the sun, then the sundial, hourglass, and water clock. Then followed stories of Switzerland and modern clocks and watches. Incidental to this work came a most interesting review of the trades,—the carpenter, cabinet-makers, the wood carvers, and metal workers. Read and tell the story by Frank R. Stockton, “The Clocks of Rondaine,” to be found in his volume of “Fanciful Tales.” If possible, let the children see a sundial, an hourglass, and a grandfather’s clock; or at least a clock with a visible pendulum, and pictures of the others.

See the “Tick-tack” song in the Mother-Play Book, page 31; and in Mrs. Hailmann’s “Songs, Games, and Rhymes” will be found some appropriate songs,—pages 114 and 117. The little children delight in calling the First-gift balls watches; they tuck them away in their dresses or jackets, and then take them out to see the time of day. The older children learn to tell time, and the little ones are able to tell when it is nine and twelve o’clock. All learn the value of time. There is equal pleasure and a wider field in having a clock store. Each child has a different kind of clock from everyone else; we wind them, listen to the various ways in which they strike the hour, set the prices, sell them, send them home, etc.

With the building blocks of the Second, Third, Fourth, Fifth, and Sixth Gifts, we build clocks of every description; with tablets we make pictures of them, also of an hourglass.

With stick laying we learn to make the Roman letters which mark the hours on the face of the clock. We draw pictures of the clocks on our slates and on the blackboards.

During the occupation hour we make hourglasses by running the sand from one hand to the other, and model the other clocks and timepieces. With the paper folding we have made a fine "grandfather's" clock. There is an endless charm in these ticking, moving timepieces, which certainly appeal to the inner as well as the outer child.—*B. Atwater, Brooklyn.*

A SOUTHERN CHRISTMAS.

It is the gray dawn of a Christmas morning in historic old Charleston! The sights and sounds are far different from those of a northern latitude. There we are wakened by the crackling of icicles outside the window, while the frosty air is filled with soft-falling snowflakes. But here in the sunny South the day is ushered in by the firing of bombs and crackers, toy pistols and cannon, and one feels sure that the small boys in the house have reversed the season, and are celebrating the "glorious Fourth" in their best gunpowder-loving style.

Then the chimes begin their ringing, and keep up their joyous notes all day long. The favorite old custom of Santa Claus' visits is still in vogue, and after breakfast the gifts are distributed to old and young, mistress and servants. During the morning calls are made on the neighbors to admire their gifts and to carry presents and cheery messages; nor is the bunch of roses omitted from among the good things, for unless the season is unusual the gardens are still in bloom, and roses sell in the market at twenty-five cents for a bunch as large as you can hold in one hand. Afternoon comes, and the family all gather at the old home to enjoy the Christmas turkey and mince pies or plum pudding, and jokes are cracked as freely as nuts.

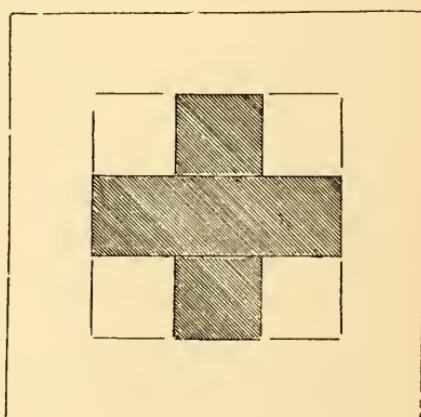
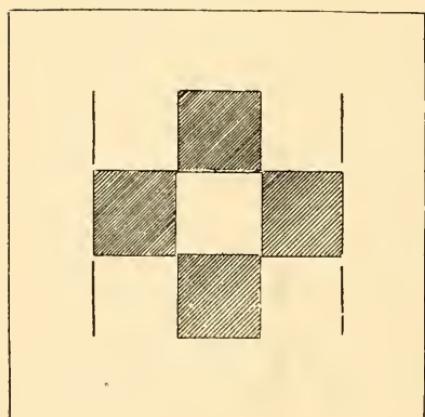
Then there is a drive before dark, or a walk to the Battery, past the steeple whose bells chime so heartily. Toward evening the noise of firing recommences, and to this is added the shooting of Roman candles and rockets till the air is brilliant and there is booming all about. 'Tis a tired but happy household which gathers around the fireside. The day has closed with a soft, drizzling rain, and the closely drawn blinds give a comfortable coziness to the parlor.

As midnight rings the family scatters, each one to his respective pillow, where for awhile he listens half drowsily to the now lessening noises.

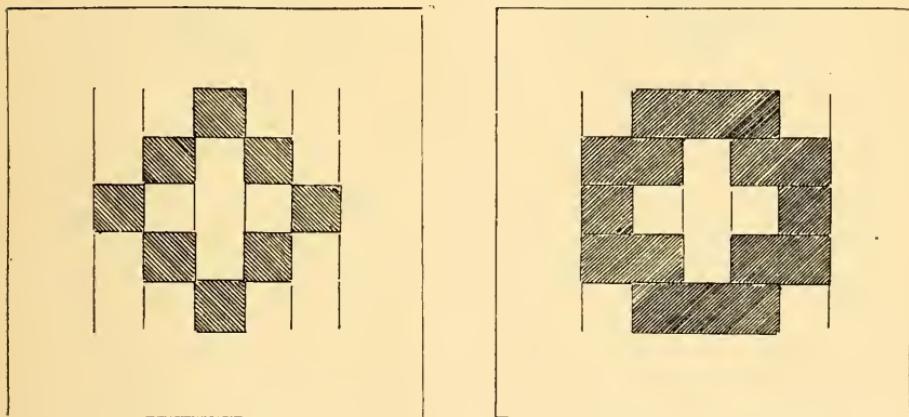
A NEW SERIES OF WEAVING MATERIALS AND DESIGNS.

Frl. Eleanora Heerwart, of Eisenach, Germany, has devoted much of her time to organizing the various departments of hand work, such as originally planned by Froebel, and in extending and making practicable new designs. The course in simplified plaiting or weaving is both unique and suggestive. We present a few designs from her original work, which was displayed in the Woman's Building at the Columbian Exposition. Many kindergartners have found difficulty in adapting the weaving to the ability of the youngest children, and have felt that the mastery of so much material and the handling of a tool at the same time are too much effort for the newcomers. The weaving of clothing is one of the three primal race occupations, the other two being planting for food and building for shelter. Froebel insists that these three forms of activity are essential to normal development. The vexed question of the weaving must be answered, and we believe Frl. Heerwart has done so in this new series of work.

She has arranged for three sets of weaving mats, all cut from the four-inch squares of glazed paper, but varying in the width and number of strips. The first of the series of square mat forms serves as an introduction to the more complicated and larger patterns, but contains the elements of all succeeding designs. It comprises three strips for the weaving, the entire four-inch square of paper being divided into five equal parts, leaving a margin equal to the width of the strips. The illustrations below show two of the patterns of this first series.



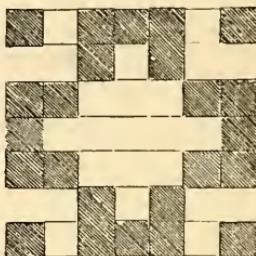
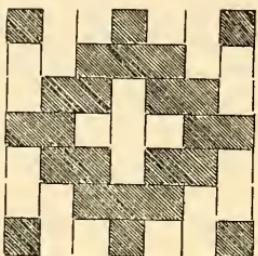
Each mat when finished shows a complete picture or pattern. Number two of each set is a reversal of the pattern in number one. The background mats are of white or a light tint paper; the strips are of dark colors. Thus the reversing of the pattern makes a decided effect. The smallness of the mat is an encouraging feature to the little children, and the making of a picture in each one is less taxing to the imagination than is the continuous weaving up and down, up and down, with only the idea of number to coax the child to renewed effort. The reversing of the pattern can frequently be worked out by the child himself, without further direction. The second series comprises a four-inch



square mat cut into five strips, with the margin as allowed in the first series. To complete the pattern is the important purpose before the child, and the variety of number combinations. The mats and strips are planned by Frl. Heerwart to be prepared by the older pupils for the younger. The use of the ruler, pencil, and scissors or knife is necessary, thus giving opportunity for manual training of a more advanced character, suitable for the primary grade.

The material for the third series is cut into seven strips, with which the same patterns are repeated, but admitting of an enlarged pattern and greater variety in the reversed patterns. The contrast between the two sister mats, one of which has the pattern in the light, the other in the dark color, is highly interesting to the children. They are led to look for space and color values in the pattern, not merely for the arithmetical contrasts. The modern weaving needles are used in Germany, and in these mats of varying

strips, are made to correspond to the width of the strip. The making of these needles is also work for the older children.



The first series, of three strips, admits of but three patterns and their reversals. The series of five strips admits of six patterns and their reversals. The series of seven-strip mats admits of twenty-four graded patterns.

WHAT WE ARE DOING AT VANCOUVER.

You will be pleased to hear that we reopened this fall with a large increase of pupils, and have now thirty little ones in daily attendance. Just now visions of Christmas are filling our horizon, and the new children are being given glowing accounts by those who participated in the joys of last year.

I was particularly interested in the September number of the magazine, and received much light from it. The spontaneity of the child is certainly worthy of our deepest study. A question which is causing me considerable thought, and on which I would like some help from more experienced kindergartners, is this: In our morning talks, the moment an interesting subject is mentioned, a dozen little voices begin eagerly telling about it, and grow louder and louder in their attempts to make us hear. I have tried to explain to them how impossible it is to hear when all talk together, but as soon as they become interested they forget all about it. I have worked so hard to make them feel perfectly free and at home, that I dread saying or doing anything that

would destroy this feeling, as many are so sensitive to criticism.

The children out here are inclined to be very noisy and boisterous, and it is so hard to know how to keep them within limits without destroying their spontaneity. They are good, loving children, but they do not seem able to enjoy anything without making a great noise over it. I try to introduce as many quiet games and songs as possible, and these they enter into with as much delight as the others, but go to the opposite extreme the next moment. I would so much like some advice on this subject.

I was delighted with "A Plea for Idealism in Play," after reading "The Stereotyped Game," although I think there are many good points in the latter; but "Fly, Little Birds," is one of our favorite games, and one which I should be very loath to banish from the circle. Many of our children have pet hens and pigeons which come when called, and allow their heads to be stroked, so that to them there is nothing incongruous in the game. While playing it one day, a little boy asked if we might have some humming birds, and showed us how they darted from one flower to another; so now we often have humming birds darting about. The noise of their wings we imitate with our mouths. In playing "The Bird's Nest," they suggested making the nest of a number of children, and putting others inside for eggs. It rather spoils the appearance of the game, but is more satisfying to the children.

For the first few weeks of the term we had quite a family of caterpillars to feed every morning. Two of them spun cocoons, but unfortunately both chose to spin while we were absent. The next pet was a snail, discovered by two bright eyes on the way to school, and brought in with great rejoicing.—*C. S. N.*

THE SIOUX INDIAN MYTHOLOGY.

Before the advent of the white man these people believed that the earth was flat, with a circular form, and was suspended in a dark space, and sheltered by the heaven or sky in the shape of a hollow hemisphere. The sun was regarded as the father, and the earth the mother of all things that live and grow; but as they had been married a long time and had become the parents of many generations, they were called the great-grandparents. As far as I can judge, the moon seemed to be their servant; at least she was re-

quired to watch, together with her brothers the stars, over the sleeping universe, while the sun came down to rest with his family.

In the thunderbird they believed God had a warrior who presided over the most powerful elements—the storm and the fearful cyclone. This symbolic creature is depicted as an impatient and wrathy god of war, at whose appearance even the ever-smiling grandfather, the sun, hides his face. In the realms of water the whale is the symbolized chief of the finny tribes. In every great lake the Sioux imagines a huge fish as ruler of its waters.

Yet none of these possess the power of speech. The Great Mystery had shown them some truths denied to man, but he did not trust them fully, therefore he made them dumb. They can only show to man some supernatural things by signs or in dreams; as, for instance, to foretell future events or explain the use of certain powerful remedies. The savage holds that the key of heaven is vested in the visible phenomena of the universe. All creatures, save man, are assigned to a peculiar paradise, in which there is a forbidden fruit—namely, the apple of speech and reasoning. Hence the animals and inanimate things are exempted from sin. Thus it is that rocks, trees, and rivers are surrounded with an atmosphere of grandeur, beauty, and mystery. Nature is the interpreter of the Great Mystery, and through her, man is convinced of truth.—*Dr. Charles A. Eastman, in Popular Science Monthly.*

SUMMARY OF POINTS DISCUSSED AT THE SUMMER CONFERENCE
AT CAZENOVIA.

1. There must be a proper division of time in the season's work and the day's work.
2. This should be governed by the selection of universal experiences and such customs as are observed in the social world.
3. There should be an evolution in the use of the gifts, not only in outward development, but in inner meaning.
4. There should be a progression in the use of songs and games, also a connection between songs, games, and stories.
5. Each of these should be rooted in some actual experience, such as an outdoor excursion, some specific contact with nature or a natural object.

6. Each child should have a definite part in each gift lesson; each should have the opportunity to participate in the work of the others.

7. The record of typical experiences should be kept by preserving the best work, rendered in the most artistic form.

8. The use of the gifts should be mainly that the child may express his inner and individual thought gained through some universal experience.

9. The child should be led to invent series of work and trace the progression.

10. Restricted freedom, or freedom under the law, should be the rule in matters of discipline.

11. The children must find the correspondences between the outer and inner world.

12. Sympathy should be aroused between home and school by means of mothers' meetings and study clubs.

WE CAN BE JUST AS HAPPY.

The clouds looked dull, the clouds looked gray,
The sun back of a blanket was hidden away,
But two little birds, so blue, white, and gray,
Were cheerful and happy this morning.

Now up in a tree, now down on the ground,
These two little birds went hopping around.
"Oh, no matter," said they, "if the sun hides away,
We can be just as happy this morning."

Then, "Sweet, sweet," they cried, as they stood side by side,
With their bright eyes all dancing so merry;
Then down on the ground some breakfast they found,
Spread there by some dear little lady.

Not a leaf to be seen, not the least bit of green
Did these dear little birds see this morning,
For all over the ground a white blanket was bound,
And the trees had bare limbs and looked dreary.

But the birds did not care, as they flew here and there,
And chirped out their songs all so cheery,
But shaking their bills, away o'er the hills
Flew two little birds all so merry.

—*Emma Louise Clapp.*

AN excellent way by which to commemorate the birthday of a favorite poet or statesman, is the purchase, by the entire school, of a good portrait to be hung on the walls of the school; or of a biography of the hero for the school library. Such possessions have a good influence in the schoolroom, and help the students into that fraternal interest which should bind each succeeding class together.

CHRISTMAS Festival Helps will be found in the bound volumes of the KINDERGARTEN MAGAZINE as follows: Christmas Presents, Vol. I, p. 232, and Vol. II, p. 253; Christmas Work, Vol. I, p. 240; Festivals, Vol. I, p. 359; Christmas Music, Vol. IV, p. 227; Christmas Wreaths, Vol. III, p. 210; Christmas and How to Celebrate it, Vol. V, p. 269; Practical Hints for Christmas, Vol. V, p. 294; Kindergarten Christmas Festival, Vol. VI, p. 311; Santa Claus, Vol. VI, p. 321.

THERE have been eight responses to the offer made in our June magazine, for the best article on the subject, "What Constitutes a Successful Gift Lesson?" The committee in charge of these articles report one common fault, which may be reported against the majority of the same,—namely, the lack of poetic quality and feeling on the part of the kindergartner. Some displayed great knowledge of mathematics, others gave evidence of rule and law in their method of procedure; few *revealed themselves* in their outline of a typical lesson. May we use this fact as an argument by which to arouse every reader of this paragraph to search more earnestly for the gold in her own individual mind!

The Christmas Program.—What shall we select as the central purpose and subject of the December work? What stories shall we tell, and how will these illustrate the central thought? What pictures shall be used, and for what purpose? How are we to become filled to overflowing with good-will to men? Are we going to allow the pressure of much work to be the primary feeling in our Christmas keeping, or is the sweet, free spirit of praise and worship to be uppermost? How may we handle the Santa Claus question, and how make the Christ child a reality and living fact to the children? Can we not remember our own childhood's Christmas, and tell the children of our personal experiences?

THE success of a gift lesson lies wholly with the kindergartner. An ideal sequence which has developed the power of self-expression in one class may prove a failure when adapted by another teacher to her little flock; for in the latter case, the work has not the spontaneity of the original effort, or the same fitness to the children's mood. Therefore the kindergartner should be induced with principles, not methods; with the consciousness of an inner spiritual meaning in all that is done, rather than a desire for mere mechanical results. She can gain the right spirit only from a Higher Power; and an elevating influence can be communicated to the children when the body, its medium, is in a state of repose and self-control.—*W. M.*

OUR children are busy this month making decorations for the Christmas tree of another kindergarten, which is attended by children who do not have trees and gifts at home. We have made some beautiful chains, the quality of the work being of more importance than the quantity. The children have brought the bright papers from home, thus having the added responsibility of securing the materials for their work. Cornucopias of every size and color have been made, the children frequently discussing who is to have this one or that. "Perhaps a little girl by the name of Gertrude will have mine." "I think a very tall boy will reach mine from the tree." We are also planning to visit this kindergarten in a body, and share in the pleasure of the big Christmas tree which we helped to make beautiful.—*F. C.*

IN our kindergarten of 120 little tots, who come from the homes of poverty, privation, and pain, we have chosen as a motto to lift us above all this, one word,—"Sunshine." On rainy or gloomy, drizzling days we manufacture sunshine at our own workshop, and as one means of so doing, we sing, to the jolly tune of "Oats, peas, beans, and barley grows," the following:

We're glad to see you, pleasant rain,
Come tapping on the window pane.
Without your help, we surely know,
No pretty flowers nor grass would grow.
The thirsty earth is glad to see
Your little drops come merrily;
And when you're gone, we all will say,
Come, pleasant rain, another day.

—*K. L. O.*

THE December number of *Child-Garden* brings a new Christmas carol, which will be found full of Christmas ring and swing. The words, written by Malana A. Harris, are simple and full of spirit, as follows:

Shepherds were watching their sheep through the night,
When from the heavens there came a great light.
Angels said, "Fear not; glad tidings we bring.
Jesus is born to you — Savior and King."

"Joy for all people — oh, be not afraid!
Lo, in a manger the baby is laid."
Heavenly hosts help the tidings to bring;
"Glory to God in the highest!" they sing.

Wise men were shown by a star where he lay.
Faith is the star that will show us the way.
Words that the angels sang, sing we again:
"Peace upon earth and good-will unto men."

CHORUS:

Softly and tenderly over the plain
Came from the angels the sweetest refrain:
"Glory to God! peace on earth now we bring;
Jesus is born to you Savior and King."

WILL you please tell me what would be an appropriate Christ¹ remembrance for a kindergartner to give the little children of a private kindergarten, the remembrance to be inexpensive, but suitable to the child? Do you think this is a bad custom to establish?—E. C.

As a rule the Christmas celebration in which the kindergartner participates with the children is a sufficient Christmas remembrance. If it is desirable to do more, I would recommend giving something which you have made yourself, such as a neat lunch cloth, with tapes to tie the lunch together, these being used in the place of baskets; or a dainty bag or box with a choice collection of shells. Such a nature gift is always very acceptable. If the carved animals made by Swiss children could be secured, these would be very appropriate. There are family groups of animals in terra cotta which can be found in certain stores at this season, which are inexpensive, but very interesting to the children. The kindergartner might make the entire kindergarten a present of a canary bird or a beautiful palm instead of individual gifts.—E. J. S.

IN our work in literature last March I took a large photograph of Thorwaldsen's bas-relief of "Spring" into rooms of the first five grades and let the pupils name it for me. This they did successfully within three minutes, even in the first

grade. They get the idea of the artist, and by this mental sympathy their pleasure in the picture is decidedly enhanced. The pupils are encouraged to illustrate their papers in literature, and the results, although not very artistic at times, are always suggestive, and beginnings are always crude.

There should never be in the schoolroom a poor picture. It should be a reflection upon the judgment of the teacher, as upon her taste. But the child should have beautiful pictures always. When reproductions of the beautiful temples, paintings, and statues are so easily obtained and are so inexpensive, it is an offense against the child, it is cruel, that he should not be permitted to drink in this beauty until it becomes a part of himself. We all know what the Columbian Exposition meant to so many of us. Why cannot we teachers do something toward obtaining casts and photographs that shall be of inestimable value? Surround the child with the true and the beautiful, and without books or teachers he would as surely develop truth and beauty in his soul as the flower will unfold under the benign rays of the sun. But with the teacher, the beauties of statue and painting may be taught him, the principles underlying the beautiful clearly pointed out; and he will know why the work of art is beautiful, his taste will be cultivated, and he will become able to judge for himself.—*Florence Holbrook.*

MOTHERS' DEPARTMENT.

THE BEST PREPARATORY SCHOOL.

No question of the present day presses more keenly upon the hearts of earnest and faithful parents than the question of the right education of their children. For nothing do they pay out money so cheerfully and so lavishly. Generally speaking, no subject more instantly secures their attention.

For it is not merely a question of having our children instructed in the sciences and languages and technical knowledge of the schools. It is a question of how the child shall be led and helped and developed physically, mentally, and spiritually, until it shall realize its own individual relation to the universe; shall be brought into harmony with the laws of that universe, physical, intellectual, and spiritual, and, learning to live in harmony with those laws, shall realize how infinitely grand is the gift of life, how infinite its possibilities for good or evil.

A very great change in theories of education has taken place within the last ten or fifteen years, in that the great importance of the earlier years of a child's life has been recognized.

Thanks to the widespread teachings of the kindergarten, wise parents are almost everywhere beginning to realize that the first great aid in the development and growth of the child is to be found in these beautiful child gardens. Without for one moment attempting to enter upon a discussion of the deep philosophical and spiritual principles that underlie the whole system of the kindergarten teaching, the most cursory observer who visits a well-conducted kindergarten can see where the help to the parent comes in; whence, indeed, the opportunities for child culture and training are found in the kindergarten that cannot be found even in the homes. There is first the association of number, whereby each little one learns that he is not the only object of the special care of the teacher; learns, under the good kindergartner's instruction, that he is expected to be kind, courteous, unselfish, generous toward his little fellows. Here his activity, which is the essential factor of his physical growth and development, is guided unconsciously to him-

self into directions of constructiveness instead of destructiveness; he is taught to observe the principles of beauty in color and form and sound until, as a result, he learns to choose beauty instead of ugliness, order instead of disorder, harmony instead of discord, and is *started* in the right direction toward a generous, order-loving, and harmonious life. It is in the kindergarten that the observant parent first begins to realize the incalculable power of the teacher's example and character over the child. Many a mother whose children are under the care, for a part of the day, of a competent kindergartner, has felt herself held to a higher standard of good temper and politeness by the innocent comparisons made between herself and the kindergartner.

"Miss Mary never speaks that way to us," was the innocent reproof administered by a little four-year-old to an impatient mother. On the other hand, the mother may happily find in the person and example of the kindergartner one of her strongest allies in forming a high ideal of behavior and propriety in the mind of the child. To a little one who had formed the habit of biting its nails, the mother said, "Miss Mary's nails, I am sure, never look like that." The next day the child, on returning home, exclaimed: "Miss Mary's nails are just beautiful, and I mean to have mine just like hers;" and that was the end of the annoying habit, which no amount of reproof had been able to overcome.

A good kindergarten training is undoubtedly the best possible *start* for the child on the long road which it must travel before the goal of a broadly educated and developed manhood or womanhood is reached. But leaving this department, the invaluable aid of the good teacher is next realized in the preliminary and intermediate departments of study. In the primary should be acquired the principles of good penmanship, of drawing and spelling, and reading aloud, which includes a clear and distinct enunciation. If a child leaves this department without having acquired these, he will be forever after hampered by the deficiency. In this department, too, first object lessons in natural history and science should be given, developing and cultivating the power of observation which in after life shall prove such a factor in the effective handling of his mental tools. Here I would especially wish to emphasize what I believe to be an important fact,—namely, that it is in this period of a child's mental development that the foundation for a love of good reading must be laid.

Children are often what we call great readers, from a very early age; but their reading is too frequently of a kind that not only does them no good, but is positively harmful. It is with mental food just as it is with food for the body. Good, substantial bread and meat and healthful fruits make good blood and bone and muscle. Highly seasoned, artificial, or stimulating foods not only do not nourish, but they are causes of disease. Children need to have good mental food selected for them by those older and wiser than they, just as they need to have food for the body selected; and they need to be kept on this food till they learn to prefer it to the sensational and deleterious mental food that is served up in such profusion in much of the current literature of the day. Of course it is the duty of the parents to know what their children are reading, but it is also the duty of the teacher to select and cause to be read by the pupil in school the best literature, and the reading of the best literature can be begun at a very early age.—*Helen E. Starrett, in Education.*

THE MOTHER OF A KING.

Of all the beautiful mothers, think how beautiful must be the mother of a king!

If you and I love the king-child Jesus, how must his own mother have loved him! Think how happy the sweet mother Mary was when the perfect little boy-king, who had been promised, really lay in her lap where she could touch him.

As she hung over him and his shining eyes looked into hers, she watched him, listening for the signs by which she would surely know he was the King.

And as over the face of the babe there crept smiles, no one knew what those smiles meant except the mother, for she knew that the smiles of her child would bring peace to the whole world.

The angel had promised that he should be great; but as she looked down upon him, her eyes saw that he was tiny indeed; yet her heart knew that he was great in loveliness and in love.

The angel had promised her that he should come to her as the true child of God; and as the beautiful mother saw the shining, living child, full of holy life, she knew that only the great Father could have given him to her.

The angel had promised her that he should sit upon the

throne and be a great king and rule all the world; and although he was born in a stable the mother knew that every loving creature that might look upon him would be only too glad to call so pure a child their master, and even King.

And she made of her heart a treasure-box and kept all these sweet promises within her. Over and over she sang sweet words to her child; she thought of these promises of the angel, and knew that some day the world also would know them, if only she, his mother, would never forget.

The mother never did forget, for we have all heard, since we, too, were little babes, of this precious King, and of his beautiful heart-kingdom, and of the children of God that live therein.

Blessed is the mother who never forgot.—*Andrea Hofer, in the revised edition of "Child's Christ-Tales."*

HOW SHALL OUR SOVEREIGN BE EDUCATED?

We have our sovereign to educate.

And who is our sovereign?

He appoints the president and the Cabinet.

He chooses the Senate and the House of Representatives.

He selects the foreign ministers who represent us in Europe and Asia.

He names the governors of states, their judges and their legislatures.

He determines and prescribes the policy of this nation. And from the president in the White House to the boy who carries a special delivery letter, hundreds of thousands of men meekly obey this sovereign.

We have this sovereign to educate—to educate, not to cram with facts merely; not to flatter or pet with sugar-plums; but to educate him, to teach him how to rule America.

The sovereign of America is the people of America.

We will educate our sovereign as princes should be educated. We will give to him all that belongs to a liberal education.

When the sovereign needs to learn of plants and their growth, he shall understand the botanist whom he summons. When he needs a detail of history—in the annals of the past—he shall know what cabinet to open.

This is a liberal education. It is not the knowledge of ancient languages. It is the training which teaches man to understand the language of his time. This education involves his training in courtesy—in the manners of the court. And the courtesy of a republic is larger and nobler than that of any empire. He who goes and comes in a republic has not two etiquettes, or ten, as he meets a beggar or a workman or a judge, or men of ten different classes. His courtesy has the same forms, and those of the simplest and noblest and purest of all, for each and all his brothers and sisters, for each and all of the children of his God. It is the noble etiquette of the golden rule.—*Edward Everett Hale.*

Is it a disadvantage to a boy to know how to use his fingers skillfully? Is it a bad thing for a girl to be able to mend the lock of a door, or to see what is wrong with the gas? Yet we find that boys are scarcely ever taught needle-work, while girls are scarcely ever taught even how to drive in a nail straight without bruising their fingers.—*Mrs. A. H. D. Acland.*

A QUEER RIDE.

I scarcely heard mamma's sweet lullaby,
I fell asleep so soon;
And then I dreamed I rode across the sky—
My car, the moon.

I never yet had been so far away,
And in the night beside;
But on the moon I found it bright as day,
And liked the ride.

I wondered if mamma would see me there,
And be afraid I'd drop;
Then told the driver, if he didn't care,
I'd like to stop.

I think that if my dream were really true,
And I could cross the sky,
I'd ask the driver to make room for two,—
Mamma and I.

—*Anne Burr Wilson.*

SKY PICTURES.

Silver ships on silver waters sailing,
God has painted on a canvas blue;
Fairies with their fleecy garments trailing—
All for me and you.

Mountains dark, o'er deep abysses towering,
On a background of the softest gray;
Giants black, with faces grim and lowering—
Have you seen them, say?

Palaces with rose and purple gleaming—
You may see them if you only look;
Pictures fairer than our fondest dreaming,
In God's picture book.

—Anne Burr Wilson.

SPIRITUAL DEVELOPMENT OF CHILDREN.

Then saith he unto them, Render therefore unto Cæsar the things which are Cæsar's, and unto God the things that are God's.

It seems that there is nothing requiring more delicacy and skill, on the part of the mother or kindergartner, than to arouse in children such a sense of gratitude and reverence to the Creator, that they will spontaneously give expression to their feeling.

It is difficult for even mature minds to recognize the truth that the heavenly Father feels for us, his children, loving sympathy to a greater degree than does an earthly parent.

As this want of recognition on our part is the result of a faulty education, should not the correct impressions of the sympathy and love of God be given to children in their earliest years?

We have made a study of this thought in our kindergarten, and with the hope that possibly our experience may be helpful to others, I will relate it.

The little folks had been occupied for some days with nature work connected with plants, when the following story was told them at the morning circle, the kindergartner illustrating the story as she talked, by drawings on the blackboard:

"Whom to Thank."—One morning Henry, the little gardener, went out to water the plants. As the water reached the thirsty roots, the vines whispered:

"Thank you, watering can, for your nice cool drink."

"Don't thank me," said the watering can; "you must thank Henry."

"Then the vines rustled softly, 'Thank you, Henry, for your nice cool drink.'

"Don't thank me," said Henry; "thank the well."

"Thank you, well, for your nice cool drink," said the vines.

"Said the well, 'Don't thank me; thank the clouds, for all I have comes from them.'

"Thank you, clouds, for your nice cool drink."

"And the clouds said, 'Don't thank us; thank the sun.'"

At this the kindergartner turned from the blackboard, crayon in hand, and looking at the circle of little folks, who were wrapped in attention, continued:

"Then the great, round sun smiled down upon the vines, and upon Henry, and said: 'It is true that I draw up all the water that forms the clouds; yet it is not I whom you should thank, for I of myself can do nothing. You should thank the Father, who sends down rain for all the thirsty plants, and for all the little boys and girls whom he loves so much.'"

After a moment's silence a little one said, "Let us sing 'Praise Him';" and with no comment but a smile of assent, the kindergartner, joined by the children, sang:

Praise Him, praise Him,
All ye little children!
He is love; He is love.

Love Him, love Him,
All ye little children!
He is kind; He is kind.

A few days later the children were singing in the morning circle the beautiful hymn from the "Kindergarten Chimes," entitled "From the far Blue Heaven," the chorus of which is as follows:

Happy little children,
Hear the truth we tell:
God will not forget you,
For He loves you well.

The little folks sang softly, and were accompanied by a guitar. At the close of the chorus,

God will not forget you,
For He loves you well,

the kindergartner, without pausing, continued to play light,

running chords, and said in a quiet tone, carrying on the thought of the hymn, "So well, that He sends the little folks beautiful flowers, the bright sunshine, birds that sing to us, pretty butterflies, and—"

At this, a little blue-eyed girl, one of the smallest and least mature in the class, impulsively exclaimed:

"Let us sing a Thank you, to our Father!"

"Certainly, dear; what would you like to sing?"

• "I would like to sing, 'Father, we thank Thee for the night,'" said the little one.

Was not this an expression of a genuine prayer?

It seems to me that all nature work affords excellent opportunity to develop in children reverence for the God of nature, if we would but lead them back to the Author of all.

Especially may this be done when the artistic sense is touched by leading children to see the beautiful in nature.

Allow me to give another illustration of work with the children. They had been very much interested in the story of the formation of coal, and especially in the thought of the sunshine being locked up in the black prison house, ready to return to us in the warm coal fire.

From this they were led to recognize sunshine in the products of coal,—in gas, and kerosene. Then came the thought of sunshine in the flowers, and the children were eager to note the different colors which the sunbeams left in them.

Their attention was then directed to the sunbeams themselves. The use of the prism, and the ability to really see the colors in the sun's rays, were a great delight to them. While their little souls were enkindled with this phenomenon of nature, a review was given of the wonderful sunshine which had been seen in the coal and in the flowers, and in a reverential manner the kindergartner spoke of our Father, the Creator of all these wonders. As she paused, a little one said: "Let us sing 'Praise Him, praise Him, all ye little children.'"

Do we not miss opportunities of development when, instead of leading children to recognize God as the Author and Creator of all, we represent the wonders of his hand as the result of the work of fairies?

Please do not misunderstand me. I do not discourage the use of fairy stories. The fairy story is rich in its power to stimulate the imaginative and the poetic instincts of children; but it seems to me that the opportunity to develop reverence to God as the Creator is lost, when the greatest

works of his hand are represented as created through a trivial agency.

We are overwhelmed by the magnitude of our work. It would seem more fitting employment for angels; yet it must be our work, or it would not be given us; but unless we are so imbued with the spirit of love, gentleness, and reverence that we live it out in our lives, we cannot impart it to the little ones in our charge; for they are not so much impressed by our words as by our personality.—*Antoinette Choate.*

A LITTLE CHRISTMAS GOOSE.—A MOTHER'S REMINISCENCES.

When I was a little girl I lived in the country on a great, beautiful farm. I was the only little girl in the family, and was much petted by my big, loving brothers; but they were interested in their work and school. My father was off in the fields or town, and my mother was too busy in her home work to be much with me, so I was left to my own company a great deal.

How I did wish and long, and sometimes pray for a little sister. I used to think and think about it, and I was sure I should always be good and generous and loving, if God would only send me a sister. But as no little sister came, I had to content myself with other playmates. Where do you suppose I found them? In the hen yard! Wasn't that a funny place? My work was to take care of all the chickens, ducks, geese, and turkeys, and feed them. I called them my feather family, and managed them with much care. I had a pan with a long handle, from which to feed them. In cold weather my mother would pour some warm water over the bran, and I would stir it a few moments over the fire; then I would put on my little plaid shawl and quilted hood, and go out to feed my hungry feather friends. Of course they would all run to meet me, and crowd and cackle, and jostle and jabber in very rude fashion. It was a great deal of trouble to teach them to be polite; indeed, I never really could teach them to be very polite; but I always tried to feed the quiet ones first. I wanted so much to have them stand in line, according to their size,—the turkeys first, then the geese, ducks, roosters, and so on down to the little bantams. This, I felt sure, would look so much better; I used to talk and talk to them about it, and train and train them; but, oh dear! they didn't have any memories at all—just "forgetteries"; and the moment anything to eat came in sight away they all hustled again.

I had the best fun of all with the little wee ones,—the baby chicks, ducklings, goslings, and turkeylings. I took the very best care of each one, and watched them as closely as though I were a real mother. They would soon learn to know me and love me as well as feather folk could. These pretty little babies usually came in the springtime, when it was easy to keep them warm and comfortable until they were old enough to look out for themselves.

But one of my family was obstinate; it was Mrs. Chickie-biddy Speckle, who was so obstinate that she wanted to hatch out some baby chicks late in the fall. She made a secret nest, and kept laying eggs till she had ten all hidden away; then I found it out, and I said: "All right for you; if you are bound to do it, I'll help you along a bit." So just for the fun of it, I slipped a goose's egg into her nest. It was a fine, big egg, laid by a fine, big goose mother.

Well, Mrs. Chickie-biddy Speckle stayed on her nest, and kept all those eggs as cozy and warm as possible, until finally the little speck of life, that is in every egg, grew and grew, and shaped into a little creature, which became stronger and stronger, until it broke the shell and came into the world, and peeped, peeped, for something to eat, so it could go on growing.

How I did laugh to myself to see how proud the old mother was of her little family; but she never quite liked the looks of her goose daughter; she poked her about so I had to adopt the poor thing myself. As she had been hatched from the egg of a Christmas goose, and it was so near Christmas time, I named her Crissy. I kept her in a little basket in the shed, and made a special pet of her. She was so soft, and so pretty; her first yellow feathers changed to a pure white. She would cock her little head on one side and look up at me in such a bright and knowing way, that I grew to love her the best of all my feather family.

There was a great bustle and stir in the household about this time. Everyone was getting ready for Christmas. We were to go in town to visit my grandmother, who lived in a fine house with Uncle John and Aunt Anne, and a whole troop of children. There were no cars in those days where we lived, so we were to go in our great sleigh with the two big gray horses. Father had bought a fine, new fur robe the last time he was in town, and a new string of sleigh bells, so we expected to look very splendid.

Naturally, I was much interested and excited, but not so much so that I forgot my little Crissy. I knew nobody

could take care of her as tenderly as I did, and she would miss me dreadfully. I thought and thought of what I could do about her, and the more I thought the more sure I was that I must take her with me. Yet I didn't like to say so, for fear I should be laughed at. I fixed a little basket with cotton, and fitted a little tin cup in, and settled the soft little beauty under the open-work cover.

When starting time came I had the basket on my arm, and was about to get into the sleigh when Jonas, the driver, said gruffly:

“What you got there?”

All in a tremble, I replied,

“I—I—oh,—its just—” I could not bring myself to tell that man what I had. My mother, seeing my distress, said:

“What is it, Dorothy?”

With tears overflowing my eyes, and my voice all broken up in a sob, I exclaimed:

“I can't leave her; oh, mamma, it's only my little Christmas goose!”

Mother looked at father; somehow their eyes were very bright, and their lips trembled. I didn't know whether they were going to laugh or cry, but father just said:

“Come, jump in, daughter.”

And mother said:

“Cuddle down here together. I think we have two little Christmas ‘gooses.’”

So we cuddled away down snugly in the new robe, and drove off through the clear, crisp air; the frost sparkled, the trees glistened, the bells jingled, the runners cut through the snow, and on and on we drove, up hill and down hill, through the woods, and by the fields into town.

A jolly greeting was given us by all the family, and everybody and everything seemed so happy! Grandma's face was best of all. It seemed to me so sweet and beautiful, I wanted to look at her all the time; a new, strong love for her swelled my heart, and I did so wish I could do something for her to let her know how much I loved her.

A little later a strange feeling of loneliness and longing came over me when I found that everybody was planning to give everybody else Christmas presents. It was a new idea to me; I expected all sorts of presents myself, but I had not thought of giving others anything. When the stockings were all hung in the big-mouthed fireplace, I drew my mother aside, and with a great lump in my throat, I told her how badly I was feeling; and I said I must give

my grandmother something. Mother, sorry she had not thought to help in this before, said: "Well, Dorothy dear, what can you do now?" "There is only one thing I can do; please say I may! I can give her my little Christmas goose." "So you can, and you shall."

With what pride and delight we fixed a funny little nest of gilt paper and straw, and very early in the morning I crept down and placed my heart's treasure right in the top of the long woolen stocking at the head of the line. Well, you just ought to have heard the shout that went up when all the family saw the funny sight. It just made Crissy jump right up, and that made the shout louder than ever!

And grandma! Well, her face was brighter than any Christmas candle I have ever seen; and when she put her arms about me and couldn't thank me because she was crying, then I forgot everything, even the pang I had had that I could not take my Crissy home with me again; for my giving was the happiest part of my happy Christmas.—*Hal Owen.*

PROGRESS IN CHRISTIAN METHODS OF DEALING WITH LITTLE CHILDREN.

The training of children in the Christian world is not done in the way in which much of it used to be done. Formerly, in far too many cases it was driving, and not, as now, leading and drawing out. Christ, who rebuked the spirit that would unnecessarily repress the child, gave to the world a new conception on this subject—a conception that more and more guides the heart of man in the matter—when he ordered that the little ones be permitted to come unto him and that they be not forbidden.

It will be a long time before we exhaust the meaning of that instruction to suffer them to come; but one of the clear, easy ideas in it is that of nearness; for assuredly, without this there can be no intelligent point of close contact with child life, and so no real, safe appreciation of the mental peculiarities of the child. It should ever be borne in mind that the time of childhood is the time of foundation laying and of seed sowing. The superstructure and the harvest will be very sure to be in accord with what is done during this vital initial stage.—*International Messenger.*

FIELD NOTES.

Boston School Life to a Visiting Kindergartner.—Free! free after ten years of uninterrupted school work, to visit here and there and everywhere, to see what other school men and women are doing, and how they do it. I am bound for my first visit to historic Boston. The train speeds on, but my thoughts keep pace with its speeding. In anticipation I see visions of Bunker Hill, the haunts of Longfellow, the grave of Whittier, a long line of public school kindergartens, Cambridge, Faneuil Hall and Beacon street, all intermingled with the delights of meeting the men and women so well known to the educational world. I have on my mental list the names of Miss Garland, Miss Weston, Baron Posse, Miss Fisher, Miss Symonds, and Miss Poullson. The train speeds on with all the merriment of the teakettle or the cricket on the hearth. Then there is Mr. Gustav Larsson and his sloyd, and the home of the *Youth's Companion!* On, on speeds the train, with Boston just beyond. I am arrived. It is night and the expected friend has failed to meet me. The address of a single private boarding house is produced, and I decide to make the attempt to gain admittance there. A cab is taken, and in a few minutes am admitted, but there is doubt as to any accommodation. "But I am a kindergartner. Your name and address was given me by Miss B., who is also a kindergartner." "Be seated, and we will see what we can do. We will find a corner for the night." The title "kindergartner" admits one to many doors otherwise closed to those not so fortunate as to claim this name. After a deep, long sleep, I awoke in the bright morning, and took a sober, steady look at the dome of the State House,—"the Hub." My program for the day included a visit to Miss Symonds, who was near by, and "at leisure after four o'clock." What a pleasant reception was given, and what warm interest shown in pupils of hers at work in my old home! Then with what hearty good-will she entered into my plans, and opened her training class to me, saying that I would always be welcome. Miss Fisher, too—"At home to you between three and four," ran her note; and again the fall day was changed into life-giving spring, as question and answer followed thick and fast. There was plenty of time to talk upon things of mutual interest, and before parting a list of her weekly lectures was given me. Here it is: Monday, "Mutter und Kose-Lieder"; Wednesday, Occupations; Friday, Gifts. The afternoon topics promised to be very full of interest,—a study of Dante, "Die Mutter und Kose-Lieder," "Symbolic Education," and teachers' conferences. "We shall be very glad to have you visit us whenever you can. I wish your winter to be a pleasant one," and the genial cordiality of a fellow worker followed me to the very door. The conferences with the kindergartners proved very interesting. The spirit in which they are conducted is delightful. An outline of the week's work is discussed, and the discussion closes with the cheering remark, "Take these ideas if you need them, but if you have something better, reject them and use your own." Now for a visit to Miss Wheelock! Chauncey Hall is certainly not difficult to find, situated as it is with the Art Museum directly in front of it, New Old South Church on the one side and Trinity on the other, while the New City Library towers over all. There is inspiration in such architecture. Chauncey Hall, too, is in keeping with its surroundings. I

would be a child again that I might daily come under the influences of this impressive scene. If this be the feeling while one stands on the outer steps, what height may be reached during a morning spent within! Miss Wheelock happens to be at the door, and we go into the kindergarten together. As she does not spend the forenoon here, I was left to make myself at home, with a cordial invitation to meet her and her class any afternoon convenient to my plans. What a pleasure to sit there in the midst of familiar plays and songs, to watch the well-known gifts used to bring out fresh and new truths! When the kindergarten morning was over, I found myself in the primary room. The children here have all come up through the kindergarten, and the same spirit pervades the work. Only those who have labored to bring about this transition or extension can appreciate its full worth. The primary teacher is interested in *education as a whole*, and is deeply engaged in the study of child nature. What more need be said of her ability as a teacher? Here, again, I profited by the generous spirit of sharing freely, and the session was gone before the half was told about our experiences with reading, with numbers, and with science work. Are you interested in sloyd work? Certainly. Do you know of any subject under the sun, in which a kindergartner and primary teacher is not interested? Then you must visit Mr. Larsson at the Rice public school. There is no pleasanter task, and as soon as Mr. Larsson finds that his visitor really wants to learn all about the subject in a general way, he becomes very earnest in giving the desired information. Kindergartners and primary teachers should be interested in this work, for by all rights it follows the kindergarten work and age. Owing to the fact that as a rule only one or two grades in the school can have the privilege of this work, he chooses those grades in which the pupils are about twelve years old, feeling that they need this training more than the older or younger children. The boys are given the sloyd work, the girls a course in cooking. Just how the cooking can take the place of sloyd work in a mental and moral way, Mr. Larsson cannot see. He would like to have the girls as well as the boys at the benches. It does one's heart good to hear of the "moral development of our pupils" so emphasized by one who teaches the use of the chisel and saw. It is all wonderfully interesting, and some morning lectures must be heard upon the subject. So many lines written, and yet not one-half of our prominent workers here have been seen! Miss Garland and Miss Weston still strangers; Mrs. Shaw's work still not investigated, and Miss Poulsen, who has made herself a home in every kindergarten in our land, not seen! The school for the blind must not be forgotten, and so the list grows on and on. It means much to meet these workers face to face, and catch a spark of their enthusiasm. It means something to feel that we are all working toward a nobler, truer life; and even if we cannot do our tasks side by side, the same magnet keeps us within the one great circle, and as we press nearer and nearer the center, we find our one thought and our one aim resolving itself into brotherly love. In connection with investigating the primary work, one would do well to visit the Emerson College of Oratory, and see how reading and literature may be taught, how a pure, true tone is to be secured to the little children. Strange as it may seem, the kindergarten spirit predominates throughout this college, and one really feels like calling it the Emerson Kindergarten College of Oratory. Unfortunately they have no class of little children to serve as a model, but still the application can be made by an experienced teacher, and a great insight into proper methods gained. Aside from the directly educational interests this city affords, let the mind dwell one mo-

ment upon the places of historical importance found here, and the long list of names of literary men and women Boston and vicinity can claim. Let more of the teachers take their vacation in the winter time, and call upon people when they are "at home." Summer institutes and conferences are all very helpful, but cannot take the place of the actual contact with serious-minded workers while with their own pupils, in their own class rooms. It is only under such circumstances that their true spirit is felt and seen.—*The Favored Visitor.*

The Milwaukee Froebel Union.—At the November meeting the chairman of the Library and of the Children's Literature Committees reported their plans of work, and announced that by December a kindergartner's list of professional and miscellaneous books would be published by the public library of the city, which is kindly supplementing the library work of the union. This is a work of much value, and would by itself justify the plan of work adopted for the year. The Child Study Committee gave the topics of kindergarten music, games, and occupations as themes for observation during November. The kindergartners are to report at the December meeting the half dozen songs, games, and occupations most popular with children, in the order of preference, accompanied by such observations of a general character as are of interest, touching upon the reasons of the choice made, the relations of play to occupations of parents, and allied matters. Miss Morehouse, principal of the Fifth Ward Primary school, then gave a very interesting account of some observations made in the kindergarten of her school, along lines suggested by the committee, which is appended to this report. Miss Smith, of the Sixteenth Ward Primary school, gave also the result of a test of the imagination of the children of her school, of the average age of nine. The questions used were taken in part from work reported in recent periodicals, on "Mathematical Consciousness." Over fifty children were asked, "What would you do if you were a king or a queen?" The children wrote the answers without any suggestions from the teacher; they were not even aided by assistance in spelling. The result in general, would not show so much a large or vivid concept of the pomp and magnificence in external surroundings and circumstances attending royalty, as of a wish of the child to have his own way in some particular, to escape from some condition that he dislikes, or to gratify some whim or taste. Some of the answers of the boys were as follows: "I would buy candy; have a fine castle and servants, and a thousand-dollar horse that would run a mile a minute." "I would have money and be the greatest man in the city, and have a horse and buggy." "I would have a fine castle of marble and stone, with gold steps." "I would have a palace and rule." "I would have a palace and a horse." "I would have a crown and a palace and a horse and carriage." "I would scold my wife if she were not good, have a horse and carriage, and have the children taught about animals." One child, who is supposed to have a somewhat hard life, said, "If I were a king, I'd lie down." A few expressed a desire to rule, more or less tyrannically; one wished to have a sailboat, and one said, "I would sit on my throne and make laws, have the best bed in the house, the best carriage in town, lots of money, eat everything I wanted, and have six servants, four babies, and a stone castle." A few expressed a desire to "help poor people," to "be kind to animals and not kill birds," and kindred ideas of a charitable nature. The girls said: "I would have a girl to wait on me, do as I please, eat all the candy I want, and have a lovely home." "I would sit on a chair and do nothing." "I would ride, have a nice

house, and jewelry." "I would be dressed in blue silk." "I would travel, have a palace, a pond, dogs and birds." "I would not work one bit." "I would have silks, satins, and fine dinners." "I would be proud." "I would have silks and satins, and felt hats to match." Several would "rule," some would travel, and eleven showed a positive thought about obligations to the poor and unfortunate. One would "teach people to be good," adding further that she "would have a baby." "I would give poor people money, and help them always." They "would make people happy," "be kind to birds," "take care of sick babies," "be a teacher or dressmaker and help the poor." One poor child in an unhappy home said pathetically, "I would like to please children and make them happy. I would like to make birds happy. I would please dogs and cats, and even rats and mice. If I were a queen, I would never be mean and ugly to other children." These answers indicate to the intelligent, without added comment, the idea of the children concerning royalty, and the sources of such ideas. Many of the children in this school come from good homes. Surely kindergartners cannot overestimate the value of child study, the very corner stone of Froebel's system! The music question was discussed, but with no conclusions. A general feeling, however, prevails that kindergartners cannot have too complete a musical preparation for their work. The Nature Study Committee submitted an excellent paper of "Suggestions for Nature Study in November," giving topics for study, authorities to consult, and suggesting music, games, stories, and literature. The general theme throughout the month is, of course, the Thanksgiving idea. The "General Work" Committee is expected later to give one or two suggestive programs based on this nature-study scheme. The union adjourned, with much good matter unheard, for want of time to speak of all the work that has been going forward during the month. The special themes for December are to be children's literature, and reports from the committee on general kindergarten work, of Christmas and other programs.—*Mary T. Hall, Supervisor of public kindergartens.*

Connecticut State Teachers' Association.—The annual meeting was held in Hartford the middle of October, and celebrated its forty-eighth birthday by adding a fully organized kindergarten department. How much influence may be exerted by this youngest child of the association during the next half century of its existence can scarcely be estimated. The venerable Dr. Henry Barnard, who stands as the patriarch of the kindergarten movement, said with earnest conviction, "I am glad that today this department of public instruction is given recognition for the first time by the teachers of the state. Kindergarten is the beginning in the revolution and regeneration of the system of public school instruction." The department meeting was in charge of Miss Curtis, its first president. The program was comprehensive, and by no means confined to technical or professional topics. Every phase of philosophy, science, and ethics has its place on a kindergarten program. "The Kindergarten and the Public School" was discussed by Charles D. Hine, the secretary of the state board of education. Mr. Hine made the statement that twelve years ago there were nine kindergartens in the state of Connecticut, and that at present there are nearly forty, and that these are located in the largest cities of the state. Miss Elinelene A. Dunn, of the State Normal School of Willimantic, presented a most valuable paper on Color Study for Children. She aimed to open the eyes of teachers to the great color resources in nature, and also to prove the

possibilities and natural means by which children may be interested in color observation and expression. She spoke of the practical and connective side of the subject in schools, and based all preparation for technical knowledge of color upon the psychological point of seeing, associating, and classifying natural and delightful color, until the mind is well stocked with color memories. She spoke of the good color reproductions of fine pictures which can be had for schoolroom use, and advocated a liberal supply of good colored pictures, designs, harmonies, decorations, etc. She also spoke of careful use of the great variety of materials having color, which are now used in the schools, especially among the little children. The fact that there are several business firms which have taken up the study of color for the purpose of putting good material into the hands of teachers, was much appreciated. Miss Dunn exhibited a quantity of sketches, studies, and illustrations, showing what may be used to awaken in children an intelligent love for color, and strongly advocated that teachers of children should have some preparation for doing original work in color, as such ability is the source of great good to the children in their charge. From the utilitarian and aesthetic standpoint, Miss Dunn proved that color knowledge was valuable, and from the fact that much of the first work could be done incidentally, it could not be said to be an interloper in the already full curriculum of our schools. Dr. I. F. Stidham, of New Britain, made some excellent points on "The Kindergarten from the Citizen's Standpoint," and Miss Constance Mackenzie spoke on "Character Building in the Kindergarten." Her chief point was this: "The kindergarten is to help the child to be morally greater than his greatest performance." Hamilton W. Mabie spoke on "The Creative Element in Education," taking for his text Froebel's statement, "Man is a creative being." He showed how pessimism and skepticism are expressions which indicate intellectual and moral weaknesses. These are the results of unbalanced habits of thought and life. The creative impulse reveals itself by qualities the reverse of these. It is evidenced by faith, enthusiasm, zest, and joy. By this line of argument Mr. Mabie succeeded in giving those attending the convention a new interest in their work. Broad and deep-reaching statements of truth, made by men and women who have proven the statements and possessed themselves of the truth, never fail to uplift and inspire humanity. There were excellent papers before other departments of the association. President Stanley Hall discussed "Children's Love of Nature, or the Basis of Instruction in Science." "Children have a special faculty of sympathizing with nature. This power is the glory of childhood. This may be seen by the scores of special studies on children, showing their sentiments toward flowers, trees, animals, birds, clouds, or stars. This natural love of nature is very much hampered by city life; by the mercantilism of science, and by the difficulty of getting objects and specimens. This primitive love of nature is the root of science, religion, art, and literature. The history of the race shows this as well as the history of the child. The way to advance science now is to take the children on excursions, and by object lessons bring the child close to nature. This is accomplished by the use of especially selected tales, showing incarnations and ascribing sentiments and feelings to flowers, trees, birds, bees, and animals, the same as is done by poets. Nothing suffers from this lack of nature teaching so much as science and religion, which are one. Either science or religion is weakened by the neglect of the other. So for the sake of religion, as well as science, we must emphasize this last stage in the development of childhood." The tenor of this state convention may well be noted, since it is a sign of a general reaction against purely formal and unsympathetic methods of dealing with children.

THE Chicago Kindergarten Club discussed current plans of work at the regular October session, and though it is a belated report, we bring the following excellent points, which will be of interest to those in the work. The subject was opened by Miss Anna Bryan, who was welcomed by the club as a fellow Chicago worker. She said in substance: Our chief work is to unify the child with his environment. Froebel has given us the principle by which to do this, but no one set plan of work, or program, is fully equal to carrying this principle into effect. Froebel's great word is individual creativity. A creative mind on the part of the teacher is essential to doing the work as Froebel would have it done. Our choice of subject must be governed by the desire to bring the completest sense of unity to the child through the daily kindergarten life. Not quantity, but fullness of unified relationships, is the essential factor. Each thought should be brought home to the child through many repeated and varied experiences, which shall all reveal the same principle. If I understand Froebel, I believe that he aims to make the materials the means and not the end. We are too materialistic in our work. We do not look at life as deeply or seriously as Froebel did. Our own lives must be committed to the truth we wish to interpret to the children. If we believe that the Good is always with us, as is taught in the Froebel song of "All is Gone," we may bring this conviction into our songs, games, and stories, and can bring about the spirit of creativity in our plays. Miss Bryan then illustrated her points with a program sketch, which culminated in the Easter thought of resurrection. Miss Mary May gave a practical outline of her present plan of work, which centered itself about the notion of time, and the consequent orderliness, helpfulness, daily duties, the seasons, the animal and nature recognition of time. Miss Bogue reviewed the important points discussed at the Cazenovia summer meeting, illustrating the formulating the leading statements which are presented in the Practice Department of this number. Miss Grace Fulmer followed with a most suggestive plan of work, showing it to be based on the psychological parallel between race and individual development. Social or family life was the first stage to be experienced, then the coöperative service as expressed in the Thanksgiving work, leading to the great Christmas service, of Jesus Christ as a type of the doer, and finally through stories of heroism and of brave workers, helping the child to find a practical application of his aroused ideals in daily work. In the absence of Miss Olive Russell, her written paper was read, showing the correlation of nature, home, and the kindergarten in one common experience to the children. The November meeting will be devoted to discussing ways and means of "experiencing nature" in city kindergartens and schools.

THE Training School of the Baltimore Kindergarten Association reopened on the 4th of October, as advertised in the circular of the association. The growth of the training school in one year has been almost phenomenal, the classes of 1894 far exceeding those of the preceding year. This gratifying success in one short year has been almost entirely due to the exertions of Miss Caroline M. C. Hart, through whose untiring efforts in every department of the work, the Training School of the Baltimore Kindergarten Association now ranks second to none in the country. The classes under Miss Hart's especial direction are as follows: Junior year—Theory and practice of gifts and occupations; Study of "Mutter und Kose-Lieder," with practice of songs and games. Senior year—Theoretical study of gifts and occupations; Study of "Mutter und Kose-Lieder"; study of "Symbolic Education"; study

of "History of Education." Program work: Post-graduate—Theory of gifts and occupations; "Mutter und Kose-Lieder;" "Education of Man;" Literary course for study of universal principles. Trainers' course—"Philosophy of Education" (Rosenkranz); "Educational Psychology;" literary course for study of universal principles. The classes in vocal music are under direction of Professor Heimendahl. The classes in physical culture are under the direction of Miss Porter. There will also be classes in natural science. One of the most interesting classes in connection with the training work in Baltimore, is the one for colored students. These women are most earnest and enthusiastic, feeling that the only hope for the real emancipation of their race lies in the kindergarten. The kindergarten club, including all of the classes in connection with the training school, has been a valuable addition to the many opportunities of the course. Social intercourse is also provided. Opportunities for original production are in this way emphasized. Original stories, songs, games, sketches, gift exercises, etc., are brought before the club, commented upon, criticised, commended or disapproved, as the case may be. Papers are read upon general topics, and discussed. Many important subjects have been in this way brought before the attention of the students, which could not otherwise have been noticed in the regular class work. Friends of the kindergarten everywhere will be glad to know that a very decided impetus has been given to the great cause, through the opening of the work in Baltimore. The city of Baltimore has been well chosen as a center for this work. It is the gateway of the South, and with the very exceptional educational opportunities it offers to students, we hope that in the near future the beacon light of Baltimore will radiate in all directions.—*Alice Gilman, Cor. Sec.*

From a Japanese Kindergartner in Japan.—Through the kindness of Miss Nora Smith, we receive news of the Tokyo (Japan) kindergarten. Miss Mine Morishima, who is a graduate of the California Institute, writes: "I have an appointment from the Peeress' school as a kindergartner. Of course I am not the only one; there will be two or three others. The Peeress' school was started by our empress for the noble girls, and the kindergarten is part of it. There are ever so many kindergartens and kindergartners in Japan, but I do not think some of them are *really* kindergartens, and they have already spoiled the name of kindergarten. The people do not appreciate the idea of kindergarten now, and bring many objections against kindergarten training for the children. Of course some do not know what it is, and some only a little. At any rate it is a question with the educators whether kindergarten is worth having. Our kindergarten is growing; we have forty children,—seventeen boys, and the rest girls. There are some princes, and most of them are high-class children, and all are pretty and sweet. We began in a room in the school, but now a new and separate building for the kindergarten is going up, and will be finished in September. Then we can have more children. My ideas and ways are somewhat different from the Japanese kindergartners', and the subject of the "season" is quite a new thing; also the book making; and I am wondering what the people will think and say. We are trying to get pictures in the kindergartens, and will order our artists to paint historical, flower, and animal pictures. We have no proper songs for the children up to this time, therefore we have hardly any right songs for the kindergarten. They are too difficult for them to understand, so we want to write some songs; but it is very difficult to do with the Japanese language, because

our written words and spoken words are quite different. We would like very much to start a society something like your Froebel society; of course we cannot do it at once. I think the Japanese children are different from your children; they do not seem to care for games and motion songs, but prefer to sit quietly and do hand work. But I do not believe it is good for them to sit so much. I wish more for them to get up and play games, for they are naturally quiet. The other day the empress visited our school and kindergarten. She seemed much pleased to see the children playing and singing, and it was very pleasant for all of us to have her visit us. She gave us each some presents."

Madison, Wis.—It is only since last spring that we have the kindergarten in connection with our public schools. This fall another has been opened, and we can now safely say that the work has taken good root in our beautiful little city. There is also an active association which is conducting several private kindergartens. The last report of our city public schools contained this paragraph, which shows the earnest spirit in which the work has been received: "The past year has been marked by the organization of a kindergarten department in connection with our public school system. This department has in every way met our expectations. The number of children seeking admittance and the unusual interest manifested by patrons of the school make it evident that the organizing of this line of work in our Third Ward building has received hearty approval. We urgently recommend that kindergarten departments be opened in connection with other schools of the city as soon as the condition of finances will allow." We have also organized a club for mothers, and hope to do some good study of the Mother-Play Book. We hope to secure and read all of the more desirable books on this subject. Why is the word "training" used so much by kindergartners? It seems to me that either of the words, culture, rearing, or unfolding would more nearly express our thought of true child education, and are certainly nearer the original German word *Erziehung*. The word training is used in connection with baseball teams, fine horses and dogs. The October *KINDERGARTEN MAGAZINE* has been a great help to me. I send you my heartfelt thanks for it. When I read the account of the German Froebel Union, I wished that every reader of the magazine might read the closing verse in its original German meaning. May I put them into English for such as cannot?

You, of all our world the best,
Gathered far from East and West,
From the North and balmy South—
You, who seeking, practice truth,
Love to God and man forsooth,
Watchward be of each henceforth.

—R. H.

THE Tacoma Interstate Exposition closed early in November. The kindergarten exhibit occupied space in the educational department, and called forth much favorable criticism. The work was arranged under the management of the kindergarten club, and occupied wall space of 16 x 16 feet. Across the top, in paper folding of yellow and white, the exposition colors, were the words "Tacoma Kindergarten Club," and beneath them in artistic groups were leaves from the work books of the kindergartners composing the club,—Miss Norton, Miss Delemaire, Miss Wolbert, and Miss Dewey. As the exhibitors were all graduates from different kindergarten normal schools, the work was doubly interesting and effective. The children's work was arranged in four divi-

sions, each kindergartner taking a central thought and developing it according to her own method. Miss Olive Norton, who is a graduate of the Colorado Kindergarten Normal school, illustrated the subject of "The Seasons" with some particularly good specimen work; Miss Dele-mater, under the subject—"Water, its uses in Nature and the Home," developed some very original ideas, and Miss Wolbert most happily filled her space with memories of "Summer time." I took for my sub-ject "Holidays," and devoted my space to the stories of Columbus, Thanksgiving, Christmas, Washington, and Froebel. The work was exceedingly well done, and to all who had eyes to see, told an effective story. We aimed to demonstrate the fact that the hand work is but the medium through which to develop the head and the heart. The mothers' club has reorganized for the coming year. We have read "A Study of Child Nature," and now take up Froebel's "Education of Man." We use the Mothers' Department of the KINDERGARTEN MAGAZINE for supplementary reading, and have a question box into which go the inquiries concerning many knotty problems. There is a fast-growing interest in kindergarten ideas and work, and we hope the club will be a power for good in that direction.—*Charlotte Lay Dewey.*

THE Tacoma Kindergarten Club sends out the following statement to the public, which may be a hint to other clubs whose first work is to arouse public sentiment along this line. "The Froebel system of education is a distinct philosophical and scientific theory for the culture of young children, and without a thorough knowledge of its aims and methods it is impossible to use it successfully. The kindergarten club is composed of trained teachers who are striving to make the kindergarten felt as an educational power, and by conscientious and scientific work to remove the prejudice too often justly felt against kindergarten instruction. The members of the club will gladly give any information desired in regard to the work in this city, or in reference to kindergarten literature for mothers and children. Visitors are cordially welcome at any of the kindergartens." The club have also sent out under their name some reasons why children should have kindergarten instruction, thus anticipating many questions which arise in every community where kindergarten is being pressed: "The kindergarten develops the three-fold nature of the child. The object is the formation of character by means of an harmonious development of the body, mind, and soul. This is accomplished by means of play, childlike work, and constant exercise in right doing. The kindergarten recognizes and seeks to develop the individuality of each child. It furnishes him with the companionship of his equals, through whom he received his first lessons in citizenship. It strives to prepare the child not only for time, but for eternity, by enabling him to grow into what he can be and what God meant him to be."

THE Chicago Primary Sunday School Teachers' Union held its annual institute in November, providing a most profitable program, strongly flavored with anticipations of the Christmas work. "The Child and Sunday Keeping at Home" was discussed by Mrs. Mary Bryner, who sketched her own childhood Sundays, recommending the family song service as one of the greatest Sunday influences; the Sunday evening singing of familiar hymns, in which father, mother, and children join, as well as the young people of the neighborhood. She said: "It does not take great wisdom or much money, but an abundance of affection, to make Sunday a day of bliss." Rev. B. F. Boller spoke of the

"Child at Church." He argued that there was no discovery so great as childhood. The essence of true teaching is to become as a little child. "If I had my life to live over again, I would spend more time teaching the little children than preaching to the gospel-hardened. An ounce of motherhood is worth a ton of priesthood." Miss Mabel Hall sketched an ideal Sunday school, urging kindergarten methods and materials in the working out of the lesson. A typical Sunday-school lesson was conducted by Mrs. R. B. Preusner. "Christmas Music" was the topic presented by Rev. W. A. Bartlett, which we take pleasure in bringing in full in the January number of the KINDERGARTEN MAGAZINE. Mr. Wm. L. Tomlins outlined his method of training children's voices, and the power of a musical education as a moral force. Several typical children's stories were presented by Miss Mary Louisa Butler, who contributed much to the success of the institute.

Mrs. Cooper at St. Louis.—On the 18th of October Mrs. Sarah B. Cooper and daughter, of California, were received by the kindergartners of St. Louis. Cards of welcome decorated with a beautiful natural autumn leaf were presented to the visitors and others present, and after a few informal introductions Mrs. Cooper passed to the stand and announced the subject of her address,—"Every Mother a Kindergartner." Thoroughly impressed with the importance of her subject, her earnestness communicated itself in word and manner. Few could listen to so heartfelt an appeal and return indifferent to those duties which fall to women alone, and which, faithfully discharged, would lift the race immeasurably. If women could only realize that it is they who stamp the destiny of a generation! Mrs. Cooper's work among the poor of San Francisco, and her energy in establishing kindergartens for neglected waifs, is too well known to require notice here. Truly a life of such valuable service should be an inspiration to those enlisted in the cause. The interest of primary teachers in Froebel's methods is being manifested by a weekly attendance of some twenty or thirty at "Die Mutter und Kose-Lieder" class. Once the spirit be caught it will not be abandoned.—*E. L., Sec.*

THE first report of the Topeka Kindergarten Association comes attractively bound, with a dainty frontispiece and the verse—

Here's a little laddie, such a tiny little laddie!
But stoutly he assures me that some day he'll be a man.
I told him that I knew it, and I surely think he'll do it;
But really he's so little, I don't see how he can.

The report includes the constitution of the association and a brief history of its work from its organization, April, 1893, to June, 1894. The association, of which Mrs. T. E. Bowman is president, and Mrs. Geo. H. Whitcomb corresponding secretary, has five kindergartens under its direction, and a training class composed of twenty-one young women. Mrs. Mary Stone Gregory, from Boston, has been secured this year to superintend the work of the association and conduct the mothers' and training classes. A kindergarten home is under consideration, and it is hoped that next year may find it ready for the training school and for a central ideal kindergarten.

ANDREW S. DRAPER, formerly state superintendent of schools for New York, recently superintendent of city schools of Cleveland, O., was inaugurated as president of the University of Illinois, November 15, at Champaign.

MRS. NORA D. MAYHEW, principal of the Los Angeles Training School for Kindergartners, is, with the help of specialists, broad ning the work of the school each year. Mrs. Mayhew is assisted in her work by Dr. F. B. Dresslar, professor of pedagogy in the State Normal school, who is interesting the students in the study of psychology as a preparation for child study. Mrs. Juliet P. Rice, teacher of music in the Los Angeles public schools, has charge of the class in voice culture, and Mrs. Rosa Wiesecke is interpreting in a most delightful manner the philosophy of Froebel. Mrs. Wiesecke has been associated with the leading educators abroad, and brings with her letters of highest regard and recommendation not only from Europe, but from New York, the California State University, and from Stanford. This is the fifth year of the Los Angeles Training school, and most of the kindergartners in the Los Angeles public kindergartens have been trained in this school.

THE St. Gabriel's School, of Chicago, has undertaken a new branch of kindergarten work. The directress has long felt the need of a home on the kindergarten plan, for little children who are deprived of a mother's care. It is not an orphanage, not a boarding school, but a family where the life will be as nearly like the child's home as possible; where each one shall have a share of "mother love," and where the whole child—body, mind, and soul—shall be nurtured and trained according to true Froebellian principles. The directress is very glad to correspond with mothers and kindergartners in regard to the school, and may be addressed at 1159 Jackson Blvd. There is a plan to erect, during the coming year, a permanent building especially suited to this work. There is also a day school and kindergarten in addition to the home.

The Detroit Kindergarten Messenger comes with the following announcement: "We hope through the medium of this publication to extend the interest and welfare of the free kindergartens of Detroit, by reaching many who have heretofore lacked a personal knowledge of this charity. From those who are actively engaged in the work we are sure of a warm welcome, for they realize that these little ones are as much in need of sympathetic friends as of the material comforts that are being so generously supplied. A morning spent among these children will in its own way explain the wonderful incentive that enables those who labor in their midst to accomplish such marvelous results. To all we send a cordial invitation, and those who care to accept will find a pleasant welcome at any of our kindergartens."

AN association of London teachers has been formed for the specific purpose of studying and discussing American methods of child training. One of the members writes: "Our central education department is slowly widening out in its requirements and is encouraging teachers to the use of drawing as a means of education, for it is beginning to see that the methods hitherto followed have left the child's imagination and inventive faculty quite untouched."

MR. WILLIAM L. TOMLINS, of Chicago, will spend a part of the month of January in Boston, in the service of the leading kindergarten workers, and give an account of his method of training children's voices and the place of music in moral and mental education. Kindergartners and teachers should avail themselves of this great opportunity to hear Mr. Tomlins, and get fresh inspiration for this all-important department of their work.

THE article entitled "Aims and Results of an Agassiz Chapter," which appears in this number of the magazine, is written by one who has had a varied experience in this work. Mr. Hemingway can be addressed at 500 North Oak Park avenue, Oak Park, Ill., by any of our readers who desire further information as to the detail of organizing or carrying on similar work.

A COLORADO kindergartner, who is obliged to work without an assistant, in a public school kindergarten, meets the youngest children in the morning and the older ones in the afternoon. She is thus enabled to meet the thirty-two children and give them personal attention. This may be a suggestion to other kindergartners who are left without competent assistance.

MRS. L. W. TREAT spent several days during the past month with the Chicago Kindergarten Institute, meeting the regular classes. Her presence was made the occasion for an informal reception to the students of the institute, and the dedication of the Gertrude House, the co-operative home of the institute.

AN Eastern kindergarten association has the following statement printed as a heading to all its business stationery: "The more you pay now for the prevention of crime, the less the next generation will have to pay for the suppression of vice."

"WILL you state through the columns of your magazine who first introduced the kindergarten into our country, and in what year? Was it not introduced before the time of Elizabeth Peabody?" Who will answer this question?

MISS VINNIE LEAVENS, who has had such interesting experiences during the past two years with the colored children in Texas, is at present at Clarksdale, Miss., conducting a private plantation kindergarten.

THE Iowa State Teachers' Association has organized a regular kindergarten department, which will carry a program during the next annual meeting of the association, which will be held at Christmas time.

A RIGHT-MINDED man of the city of Brotherly Love has recently died, leaving a provision in his will for a large public playground for the city children.

BOOKS AND PERIODICALS.

"The One I Knew the Best of All," by Frances Hodgson Burnett, is an autobiography of the authoress, covering her life from earliest childhood up to girlhood, and up to the time of her first success as a writer of stories. Mrs. Burnett has earned the right to record the hidden movements and inner secrets of a young child's mind, by presenting to us such characters of children which will live forever, because they are types of true and normal childhood. In her preface to "The One I Knew the Best of All" she writes as follows: "I should feel a serious delicacy in presenting to the world a sketch so autobiographical as this, if I did not feel myself absolved from any charge of bad taste of personality by the fact that I believe I might fairly entitle it 'The Story of any Child with an Imagination.' My impression is that the Small Person differed from a world of others only in as far as she had more or less imagination than other little girls. I have so often wished that I could see the minds of young things with a sight stronger than that of very interested eyes, which can only see from the *outside*. There must be so many thoughts for which child courage and child language have not the exact words. So, remembering that there was one child of whom I could write from the inside point of view, and with certain knowledge, I began to make a little sketch of the one I knew the best of all. It was only to be a short sketch, in my first intention, but when I began it, I found so much to record, which seemed to me amusing and illustrative, that the short sketch became a long one. After all, it was not myself about whom I was being diffuse, but a little unit of whose parallels there are tens of thousands." Mrs. Burnett fulfills the purpose she has set forth in her preface by recording the delightful and naïve reminiscences concerning those things which stand out far above trivialities in her childhood experiences. The life problems which a four and five-year-old may be called to meditate upon, are all recounted with childish fervor and intuitive color. Each chapter brings the reader nearer home to his own juvenile dreams and dawning, and the more grown up he is, the more he is set to remember the parallel thoughts and feelings in the early life of a certain other Young Person besides the one so cleverly described in the book. There is but one trend of human thought more profitable than retrospection, and that is prospection. The man who, in the midst of adult duties, can dip back into childhood reminiscences, has found the secret of the poets. The man who can call back the childish power of fancy, and can again build his air castles, can again stretch himself under the lilacs and sigh in sheer exhilaration, has made the secret his own. Mrs. Burnett has given us the little Fauntleroy as a proof of her power to reënbody the child spirit. We take him as a type of delightful normal, perennial childhood. We use him as a means of expressing all of that childhood charm which clings to us in spite of maturity, and which the years have untaught our tongues to utter. In "The One I Knew the Best of All," Mrs. Burnett takes us into her workshop, and shows us how she has dwelt among her ideals until they have become realities. She teaches us that every child true to his intuitions, to his dreamings and yearnings, may become a master workman. The single-mindedness of childhood is not only its charm, but is its birthright. To grow on in this power, and not away from it, is the duty of mankind.

The home environment, the old green sofa, the little brown Testament, the doll drama, the infant friendships, the lookings up to great, huge men and women, the romance of secret readings and thinkings, and later of clandestine writings, with only the black kitty as a witness,—all these details belonging to ordinary baby days as they merge into girlhood, all radiate influences which are only too frequently denied. Among other courses in psychology, parents and teachers should take a series of lessons in reminiscing, in order that they may regain the power to see as children see, to feel as children feel. Mrs. Burnett loses none of her valuable time in the petty detail of external things, but records the child's impressions of such serious matters as the strange things called death, marriage, birth, and war times. Read this book, which deals with the inner child, and you cannot fail to catch some of the power by which the author discerns these deep things. If you are fortunate enough to possess old volumes of *Peterson's Magazine*, look up the first stories of Frances Hodgson and compare them with the present fruit from the pen of Frances Hodgson Burnett.

ANOTHER powerful autobiography is that of Frances Power Cobbe, just brought out by Houghton, Mifflin & Co., Boston. The two volumes which compass this invigorating self-history will never be outgrown by the reading public. The life of Frances Power Cobbe might well be used as a supplementary text-book in the study of sociology. The story of her life covers a supreme historical period, and through her personal experiences we are taken behind the scenes, and allowed to look out upon the drama of the nineteenth century, through the eyes of leading players. The story is one which tells of a strong personality, living an active, vigorous life, with open eyes penetrating the problems of the day and daring to lay hands on the sore places, yet without one tinge or thread of pessimism. It is the record of a substantial, useful, successful life, which has had no other motive power than that of honest duty; the burdens are borne as a hero would bear them, in such wise that the world should never know their weight. If the reader of this autobiography be a young woman, she will be thrilled and ennobled by finding many parallel experiences and aspirations in her own life. If the reader be an older woman, she will be gladdened to find proof that a serious, useful, homely career may still be made to glow with the warmth of true womanliness. The man who reads the book and follows the dictate to read between the lines, will see the great fact that sound character, regardless of sex, has an immediate and telling influence upon the commonwealth. Frances Power Cobb has stood as a writer, a reformer, an agitator, a social arbitrator, and above all else as a woman who has dared to live out her ideals. The following paragraph is characteristic of the quality of the woman, and also of the tone and color of her book: "Whether my readers will think . . . that such a life as mine was worth recording I cannot foretell; but that it has been a 'life worth living' I distinctly affirm; so well worth it, that—though I entirely believe in a higher existence hereafter, both for myself and those whose less happy lives on earth entitle them far more to expect it from eternal love and justice—I would gladly accept the permission to run my earthly race once more from beginning to end, taking sunshine and shade just as they have flickered over the long vista of my seventy years. Even the retrospect of my life in these volumes has been a pleasure; a chewing of the cud of memories—mostly sweet, none very bitter—while I lie still a little while in the sunshine, ere the soon closing night." We would recommend this biography for family fireside

reading, both for the remarkable sketch of modern history it contains, and the forces which it records as tributary to character making.

"The Land of Pluck," by Mary Mapes Dodge; 12mo., illustrated, cloth, \$1.50. The Century Co., New York. This book is devoted to a description of life in Holland, illustrated on every page with half tones and etchings of the quaint and artistic scenes of that interesting country. The second part of the volume consists of stories and sketches, many of them published first in *St. Nicholas*, and here for the first time collected in book form. The book is interesting and instructive from cover to cover. Mrs. Dodge illustrates the essential elements of the Dutch character when she says: "When a weak spot is discovered in the dyke, what do you think is used to meet the emergency? What, but straw—everywhere else considered the most helpless of all things in water! Yet straw in the hands of the Dutch has a will of its own. Woven into huge mats and securely pressed against the embankment, it defies even a rushing tide, eager to sweep over the country." And "Judging from some houses I have seen in Holland, I do believe the tiniest Lilliputian that Gulliver ever saw could not fill his pockets with dust if he searched through dozens of Dutch homes." . . . "Every morning the village shines forth as fresh as if it had just taken a bath." And in another place speaking of the birds—"Young eyes, to be sure, often peep into their nests; but the owners have been taught not to rob nor molest. Human mothers and bird mothers are in secret league. Indeed, the softest, warmest nest is not softer nor warmer than the Dutch heart has proved itself to the birds." And she sums up Dutch oddities thus: "Now is not Holland a funny land? . . . Where else do funny wooden heads or gapers at the apothecaries' windows 'make faces' for all who have to take physic? Where else is fire—in the form of red-hot peat—sold in summer by the pailful? . . . Cannot the frogs there look down upon the chimney swallows? . . . And does not everybody know that 'Dutch pink' is as yellow as gold? In what other land do men cut down willow trees to make shoes of? And where else are shoes not only worn on the feet, but made to serve on occasion as improvised flower-pots, hammers, toy boats, boxes and baskets, and Christmas stockings?" This book would make excellent supplementary reading in the secondary schools, where the geography and history of Holland are being studied.

"Friedrich Froebel Yearbook," compiled by Fanny Chapin, is ready for the Christmas market. Kindergartners have long been asking for a special kindergarten gift book which would contain within its covers the living sentiments of Friedrich Froebel and the principles of the kindergarten in compact form, so as to be easily understood by all who love the little child and would know its heart. Such a book has been compiled from the writings of Friedrich Froebel by an experienced kindergartner. The selections are the gem thoughts of the greatest educator the world has ever known, and they are so arranged as to fit the school year, the seasons, the months, and the festal days. It is an ideal Christmas, Easter, and birthday gift book. There is no other so suitable for mothers, and teachers should not be without it, as they will find in it just the stimulus they need for each day's work. It will every day furnish the key that will unlock the door of each young heart. Froebel wrote for the men, women, and children of the whole world and for all the ages. In this little book are his grandest, noblest, sweetest thoughts. Each paragraph is perfect in itself, and all make a golden

circle for the year, uniting the days with wisdom. Friedrich Froebel was an inspired seer, and a thought of his for every day in the year is a precious heritage. Handsomely bound in cloth, \$1. Kindergarten Literature Company, Woman's Temple, Chicago.

"Child's Christ-Tales" appears in a new edition from the press of the Kindergarten Literature Company. There are several additional stories, and many illustrations reproduced from the famous pictures of the masters. The literary editor of *Table Talk* says of this book: "What a lovely thought to associate these exquisite stories of Christ with the beauty of copies of the great pictures of the world! Correggio's 'Holy Night,' Olivier's 'Sphinx,' and three of Murillo's—the 'Christ Child,' 'Guardian Angel,' and 'St. Anthony and the Child'—are included in the list of illustrations. Children appreciate and bear with them through life lessons presented in a form oftentimes regarded as beyond their comprehension. Blessed be the later plan of interesting themes in things *above*, rather than the nonsensical jingle of stories and rhymes *below* their understanding, as was the method of former days."

THE *Child-Garden* for December is a Christmas gift worthy of the choice family for which it is produced. A handsome new cover, which glorifies the Christmas rose of Oriental story, celebrates the third birthday of this unique juvenile. The cover is designed by George Lawrence Schreiber, the artist who decorated the Children's Building of the Columbian Exposition. He sends a Merry Christmas to all the readers of *Child-Garden*.

"Jason's Quest," a little book by D. O. S. Lowell, containing the old Greek myths of the Argonautic expedition, very complete and skillfully fitted together in a consecutive story.—This book will be an especial delight to the boys of ten or twelve and even older; and the teachers who adapt classical stories will find it a profitable reference book.

"The Brownies Around the World," by Palmer Cox, illustrated by the author and issued by the Century Co., is the fourth of the Brownie books, and fully as entertaining as its predecessors.

"When Life is Young," by Mary Mapes Dodge, from the Century Co., is a pretty collection of verses and charmingly illustrated.

PUBLISHERS' NOTES.

New Offers.—The following special combination offers are made to every new subscriber to the KINDERGARTEN MAGAZINE for 1895: One subscription (\$1.50) and one copy of "Child's Christ-Tales" (\$1.00) for \$2.00; one subscription (\$1.50) and one copy of "Friedrich Froebel Year-book" (\$1.00) for \$2.00; one subscription (\$1.50) and one copy of the "Kindergarten Sunday School" (\$1.00) for \$2.00.

All manuscript intended for publication in the KINDERGARTEN MAGAZINE should reach the editor's desk before the sixth of the previous month. Manuscript for the *Child-Garden* should be sent in no later than the first of the previous month.

The Index to Volume VI of the KINDERGARTEN MAGAZINE was sent out with the September number, 1894. Those not renewing their subscriptions can secure the same on application.

Study the complete list of best books from all publishers, in advertising columns of this magazine. The annotations will help you in making your selections, if you are not able to see and handle the books.

English Price Lists, giving values of our best books and magazines in English currency, can be secured for Canadian and English teachers. Send for same to forward to foreign friends in time for their Christmas orders.

Study the Catalog of Kindergarten Literature before placing your Christmas orders for books. If you have not seen the catalog, send ten one-cent stamps for a copy.

Educational Clubs should secure our rates before ordering society printing, such as reports, stationery, etc.

Wanted—Back numbers of KINDERGARTEN MAGAZINE. We will exchange any other number you want in Vols. IV, V, or VI, or any books of same value in our catalog, for any back numbers of Vols. I, II, or III, except Vol. I, No. 12; Vol. II, Nos. 3 and 11. Address Kindergarten Literature Co., Chicago.

We will send to anyone subscribing for KINDERGARTEN MAGAZINE, and desiring "Symbolic Education," by Susan Blow, both for \$2.50; *Child-Garden* and "Symbolic Education," \$2; KINDERGARTEN MAGAZINE, *Child-Garden*, and "Symbolic Education," \$3.25.

Bound Volumes.—Vols. IV, V, and VI, handsomely bound in fine silk cloth, giving the full year's work in compact shape, each \$2.50.

Wanted—January, 1893, and March, 1893, numbers of *Child-Garden*. Other numbers exchanged for them.

Always—Send your subscription made payable to the Kindergarten Literature Co., Woman's Temple, Chicago, Ill., either by money order, express order, postal note, or draft. (No foreign stamps received.)

Pictures for the Schoolroom.—For three new subscriptions to the KINDERGARTEN MAGAZINE and \$4.50, we will mail you any ten of the following appropriate pictures, size 9 x 7 inches: Statue of Abraham Lincoln in Washington; Benjamin Franklin and His Kite; The Boy Columbus; George Washington; "My Dog," by Landseer; The Gleaners, by Millet; Home Coming Sheep, by Maure; Wild Cattle, by Landseer; Pied Piper of Hamelin, by Kaulbach; Aurora, by Guido Reni; The Blacksmith, by Beck; Murillo's Child Jesus and St. John; St. Anthony and the Infant Jesus; The Christ Child; The Guardian Angel; Raphael's Madonna of the Chair.

A plaster cast has been made of the original carved metal Pestalozzi-Froebel heads which crowned the Pestalozzi-Froebel Haus exhibit at the World's Fair. It is twenty-two inches in diameter, and is a most beautiful and artistic piece for home or school. No kindergarten should be without it. Price \$2.

Our readers are invited to forward manuscripts of stories, songs, or articles on any phase of the kindergarten work. The same will be carefully considered. The author's name and address should be plainly written on each manuscript, and stamp inclosed for the return of same if unavailable.

Primary teachers, send five two-cent stamps for a copy of the KINDERGARTEN MAGAZINE, containing the articles on "The First School Year," by a practical, experienced primary teacher.

In a recent article on Coffee and Cocoa, the eminent German chemist, Professor Stutzer, speaking of the Dutch process of preparing cocoa by the addition of potash, and of the process common in Germany in which ammonia is added, says: "The only result of these processes is to make the liquid appear turbid to the eye of the consumer, without effecting a real solution of the cocoa substances. This artificial manipulation for the purpose of so-called solubility is, therefore, more or less inspired by deception, and always takes place at the cost of purity, pleasant taste, useful action, and aromatic flavor. The treatment of cocoa by such chemical means is entirely objectionable. . . . Cocoa treated with potash or ammonia would be entirely unsalable but for the supplementary addition of artificial flavors by which a poor substitute for the aroma driven out into the air is offered to the consumer." The delicious Breakfast Cocoa made by Walter Baker & Co., of Dorchester, Mass., is absolutely pure and soluble. No chemicals, or dyes, or artificial flavors are used in it.

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KINDERGARTEN MAGAZINE

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SCHOOLROOM DECORATION.

SCHEME AND OUTLINE.

IDA M. CONDIT.

THE movement to introduce art into the schoolroom by bringing children into daily familiarity with examples of good art, and thus cultivating a love for it, was started some twenty years ago, in Boston, by a committee of the American Social Science Association. The Girls' High school was selected as affording perhaps the most promising conditions for success in such an experiment. The walls of the school hall were painted in terra cotta and the interior otherwise adapted to the use contemplated. More than fifteen hundred dollars were raised for the purchase of casts of the Parthenon frieze, together with statues, busts, and pictures. From time to time additions have been made to the collection, and the graduating classes of the school leave behind them as a memento of their interest various beautiful and appropriate examples of art. Though for twenty years the Girls' High School of Boston stood as the only representative of such an experiment in schoolroom decoration, it is certain that the subtle influence exerted on the minds and hearts, manners and morals of the young people who have gathered there from year to year during the past two decades, has created an atmosphere which is making it possible for similar enterprises to prosper elsewhere.

In 1892 the Public School Art League of America was organized in the city of Boston. Artists and lovers of art, believers in its educational value and the good to be derived from association with works of art, formed the bone and sinew of this association. With the aid of the Boston school committee, the league began its labors by decorating two schoolrooms, one in the English High school

with subjects pertaining to Rome, known as the Roman room, the other in the Rice primary, called the American room, most of its subjects being American. The work of the league has been pushed steadily forward. Artists and people of wealth and influence are its warm supporters. Its influence is reaching to other communities; the Salem movement and the impetus given to Brookline are results, even if remote, of the work done in Boston. Commenting on the work of the league, whose basic idea is to surround young people during school hours with pictures and statuary set off by tinted walls and ceilings, which will quicken and purify the taste by their silent beauty, Mr. Ernest Fenollosa says: "It seems to me that the term 'art' is too often identified by the public with the more special professional work of making pictures and sculpture. No doubt this is an important portion of art, but it does not give the key to the work of the league, which aims to train the faculty and the taste, and educate the young to the uses, the public function, all the discipline even, of art as a whole. The purpose of art education in general is no more to turn the whole nation into professional makers of oil paintings than the general education in music is to train a world of composers."

"It is to make more cultivated and well-rounded citizens by stimulating a most important part of their nature, and the desire for a knowledge of beauty. The development of the faculty of taste throughout the community would help to bring about right and healthful living, and is second in importance only to religion. . . .

"Art education means something as wide as human nature, as wide as the world of human uses, and in this generic sense should our statesmen, our educators, and the great public receive it. Because the work of the Public School Art League must strongly contribute to this larger end we hail it as a sign of the times. Children are molded unconsciously by their surroundings as consciously by their discipline; and the latent faculty in the soul of the young draughtsman should respond with new intelligence to the inspiration which radiates from the masterpieces on his school wall. Whether at home, in the street, or in the school, let the eye be trained to the elemental beauties, dark and light and color, in their uses as well as in their expressions, and we shall be doing art a greater, because a more universal, service than by the founding of a dozen fine art academies."

In that forbidding district of the city of Chicago, in the midst of which stands Hull House, a principal of one of the schools appealed to Miss Ellen Gates Starr, one of the workers of the Hull House community, for help in brightening up the rooms of the dingy school, crowded all the days of the school year with children representing the decided foreign element characteristic of that section of the city. From the nature of the environment of the children it seemed imperative to Mrs. Carpenter, the principal, that something must be done to give them a little glimpse of the beautiful. With the coöperation of Miss Starr, and others whom they interested in the work, the schoolroom walls were beautifully tinted, and in every room a picture or cast was placed. The Woman's Club of Chicago, becoming alive to the import of the subject, an association was formed of the members of the educational and art and literature sections, which has since developed into the "Chicago Public School Art Society." The society has the same object in view—that of making the schoolrooms beautiful in color, and filling them with the right sort of pictures and casts—as has the Public School Art League of America.

The school board of Chicago is decorating a room in one of the schools, and other agencies are at work in different parts of the city, so in the near future it is hoped that public sentiment in this great western metropolis, where things develop so suddenly, will be educated to the point of thinking it as necessary that the schoolrooms be made attractive and charming to the children as that the school structure itself shall conform to the most approved architectural plans and latest sanitary improvements. The home is the center of all things in an ideal society, but as we have not reached that point as yet, the school is the necessary adjunct of the home. It is here that many a child receives its only lessons in good manners, catches its only glimpse of beauty. The school is the truest home it knows, and here it asks for bread and it must not be given a stone. The nation which could call from the east and the west, the north and the south, artists fitted for the task of creating the splendid beauties of the World's Fair, certainly cannot afford to drop back into the mediocrity from which it emerged, but must keep to its true measure of possibilities in art. We must educate the children; make them familiar from the earliest years of their school life with representative works of art. We can then hope to have the rank and file possessed of a critical, cultured taste that will appreciate

the work of the artist; that will redeem our land from the ill-built towns with ugly streets and buildings that now defile it.

The brilliant successes of the Japanese in their contest with China have surprised the civilized world. "For years," a recent writer states, "Japan has been slowly improving the conditions of her national life, her intellectual and social refinement; *above all, in the development of the artistic talent of the people.*" This is the solution of the question of the rapid advancement of the Japanese nation,—"the development of the artistic talent of the people." The mutual relations of art and religion have always been of the closest, and the only way that remains for religion to be taught in the public schools is through art, with the Madonna and the Holy Child, over which the old masters labored and fasted and prayed, adoring as they painted. The story of the Christ Child thus told, the pictures will become the embodiment to the child of all that is holy and pure and worshipful in religion.

In selecting subjects for schoolroom decorations, besides those of architecture and natural scenery, peace, heroism, and religion only are desirable; that which most faithfully reflects the true and simple, the strong and courageous. The serious in art never becomes wearisome; it appeals constantly to the human soul. The saddest picture in the Art Palace of the World's Fair was daily surrounded by crowds of people representing all conditions and all degrees of culture.

The following is a list of pictures, bas-reliefs, and casts from which selections may be made for schools from the kindergarten through the eighth grade. Arrangements are not yet completed for the purchase of these, but anyone wishing to decorate a schoolroom with one or more on this list, address the writer, care the Kindergarten Literature Company.

Kindergarten—Laughing Boy, Donatello; Two bas-reliefs, Madonna and Child, Luca Della Robbia; "Madonna of the Chair," Raphael; "The Christ Child," Murillo; Angels' Heads, Sir Joshua Reynolds; Dancing Bear, Barye; Hollyhocks, colored.

First Grade—Two bas-reliefs, Madonna and Child, Luca Della Robbia; "Madonna of the Goldfinch," Raphael; "Laying Down the Law," Landseer; "Saved," H. Sperling; "The Flock," Rosa Bonheur; "First Step," Millet; "Adoration of the Magi," Da Vinci; Rabbit, standing, Barye; Lilacs, colored.

Second Grade—Two bas-reliefs, Madonna and Child, Luca Della Robbia; “Sympathy,” Briton Riviere; “Orphans,” Calderon; “Carrying Home the New-born Calf,” Millet; “The Good Samaritan,” Plockhorst; “Madonna and Child,” Bodenhausen; “The Child Jesus and St. John,” Murillo; “In an Old Pasture,” J. A. S. Monks; “Pharaoh’s Horses,” Herring; Indian Head, Kemeys; Iris, Blue-flag, colored.

Third Grade—Cupid Heads, relief of three, Fiamingo; St. John, Andrea del Sarto; “Christ Child with Fourth Commandment, Sinkel; “Daniel and the Lions,” Vernet; “The Foraging Party,” Rosa Bonheur; “The Hillside,” J. A. S. Monks; “Haymakers’ Rest,” Jules Dupré; Bust of Longfellow; Indian Head, Kemeys.

Fourth Grade—Bas-relief, Madonna and Child, Bargello; “Holy Family,” Ittenbach; “St. Anthony of Padua,” Murillo; “Child Handel,” Decksee; “Angel Heads,” Correggio; “Song of the Lark,” Breton; “Mowing,” Peter Moran; “Penelope Boothby,” Sir Joshua Reynolds; Angel Trumpeters, colored, Fra Angelico; The Pyramids; Lincoln, St. Gaudens; The Pyramids; The Wrestlers.

Fifth Grade—“The Angel and the Lilies,” Carlo Dolci; “Madonna,” Holbein; “Holy Family in Egypt,” Ittenbach; “Marriage of the Virgin,” Titian; Watching for Stragglers, Wm. Strutt; “Jairus’ Daughter,” G. Richter; “Joan the Shepherdess,” Musée de Luxemburg; “The Sower,” Miller; “St. Michael,” Perugino; “Death of Abel,” Tintoretto; “The Mountain Top,” J. A. S. Monks; Angel Trumpeters, colored, Fra Angelico; The Sphinx; The Parthenon; Mercury, flying; Marble Faun; Panther Attacking Hyena, Barye; busts of Washington and Shakespeare.

Sixth Grade—“Choir Boys,” Luca Della Robbia; St. George, Donatello; “St. Agnes,” Andrea del Sarto; “Madonna and Child,” Gabriel Max; “Presentation of Mary at the Temple,” Titian; “The Shepherdess,” Millet; “Æneas Group,” Raphael; Moses, Michael Angelo; St. Mark’s Square and Cathedral in Venice; Minerva, Vatican; Diana of Versailles; Parthenon Frieze; Dante, bas-relief.

Seventh Grade—“Madonna and Child,” Bellini; “Christ and the Disciples in Emmaus,” C. Miller; “Aurora,” Guido Reni; “The Angelus,” Millet; “Last Judgment,” Michael Angelo; “Death and the Sculptor,” Daniel Chester French; Arch de Triomphe; Olympian Hermes; Niké, bas-relief; Apollo Belvidere; Wounded Lion, Assyrian; Aphrodite Persuading Helen to Follow Paris, bas-relief; Parthenon Frieze.

Eighth Grade—Sistine Madonna, Raphael; “Coronation of the Virgin,” Fra Angelico; “The Last Judgment,” Fra Angelico; St. Cecilia, Naujok; “Christ in Gethsemane,” Hoffman; “The Last Supper,” Leonardo da Vinci; “A Reading from Homer,” Alma-Tadema; “Three Fates,” Michael Angelo; “The Gleaners,” Millet; Melrose Abbey, Venus de Milo; Dying Gladiator; Alexandrian Procession, bas-relief; Marriage of Peleus and Thetis, bas-relief; Parthenon Frieze.

THE MOTHER AND HER CHILD.

EMILY HUNTINGTON MILLER.

(Froebel's Fifth Communing.)

Open, eyes of azure deep,
Gates through which my heart would creep;
Rosy lips, my thoughts beguile
With the sunshine of a smile.

Mouth, whose sweetness makes my bliss,
Seal my rapture with a kiss;
Downy head, come, take your rest,
Nestled close against my breast.

Tiny arms, your loving hold
Thrills my heart with joy untold!
Dimpled hands, so soft and white,
In your clasp you hold me tight!

Ah, my child! my lily white,
Shining fair in love's own light!
Can I keep thee free from stain
On life's weary, dusty plain?

Rest, my babe, my little one!
Mother's thought is like the sun;
Mother's love is like the sea,
Flowing round her heart and thee.

CHRISTMAS MUSIC IN THE PRIMARY SUNDAY SCHOOL.

WILLIAM A. BARTLETT.

CHIRSTMAS music has ever been the most beautiful, because it has been inspired by the highest theme. Wonderful, indeed, is the combination key in the hands of the teacher of the little one. She stands before the quivering portal of a child's heart; there are no weeds or ivy vine entwined about those hinges.

She may send the angels of poetry to that door to knock with the hand of melody.

The song-angel knocking,
And music unlocking,
The heart of the Earth child
Swings wide to the Christ child,
Who enters alone
And sits down on his throne.

It has been the unceasing struggle of genius since the birth of Jesus to paint the picture of the nativity. The early church chanted it at the twilight in the flowing Greek meter, with melodies borrowed from foreign shores. The Minnesingers have attempted to express it. Bach in the throes of creative power reached his highest in the Christmas Oratorio. Handel and Haydn wrestled in prayer to give fitting utterance to such sweet story. But the star shines on unreached by mortal tones.

It is a crime to take a human life by murder; but it is a worse one to rob a human soul. By that I mean, when in the providence of God there has been given to us a story more full of romance than the fairy tale, with a sweetness of theme unsurpassed in the literature of the ages; with a tenderness of sentiment like the heart-throb of Christ himself, it is a crime if we murder this life of the world with commonplace everydayisms, so that it falls dead on the threshhold of its own anniversary.

It has been said that the preacher must be a poet in order that the metrical beat of his lofty conceptions may arouse answering vibrations in those who hear. If the preacher should be a poet, what of her who stands before

the very epitome of poetry—the mind of a child! The doctors of divinity may saw off their logs of theology, but you know and I know that our best theology, and one that will never be displaced, was born in our mother's arms as she sang her song pictures of tender "Jesus, meek and mild," or found its beginnings when we listened, spellbound, to the words of that teacher who did not attempt to speak until she had tarried at the throne of grace till her heart burned within her and her lips trembled with the message they bore.

I do not come today to tell you of any one kind of Christmas music more appropriate than another; the Spirit of God can bless any melody which little lips can sing. I do not come to worry you with technicalities of how to teach to the children the songs of your own choice.

It might be trite to say that the heart of the world is always more tender at the Christmas season—nothing which is so true can be called trite. Yet the demon of details may come in and destroy the flavor of this tender time.

In planning your Christmas exercises, what was uppermost in your minds?

It is possible that some wondered what would make the most effective service. Many looked forward with dread to the additional care in a season when there is such endless rush and hurry; when we are trying to do everything at once. Those rehearsals of Christmas music are so difficult to manage when the children either disappoint you by forgetting to come, or by not singing when they do come.

One does not breathe a long, deep breath until the performance—for such it often is—is over, and we rest a moment before "getting up" another show. I have been through it many times and I know.

We should find much greater joy in such preparations if we changed the point of view. Your work as teachers is with and for the children. There is not much chance for you to convert the parents or the audience. The children may one day accomplish this, for a little child shall lead them.

You, of all the teachers in the world, are dealing with the souls committed to you; your work is not primarily mind culture, nor voice culture, but soul culture. Your point of view is not that audience which will regard it all with good-natured interest or indifference, never dreaming of your toil and anxious hours, but your thought should be of the child. You must think of the kind of a palace you can begin through the agency of Christmas music, a palace which shall advance the kingdom of God. My idea, then,

would be that your aim should be distinctly and wholly toward producing an effect upon the child for righteousness, through the means of Christmas music.

The children of this department have not reached that awkward, self-conscious, molting period of a few years later, when they grin and refuse. But at this age they enter with all self-forgetting seriousness into that which appeals to their sense of fitness. They are miniature men and women.

It is a rare sight to see boys and girls sing who are from three to seven years of age. It is all in all to them—it is a life. They think of what they sing; they dream of it. At no period in life is life more vivid. They live what they sing.

One of my earliest and most vivid recollections is of singing with all my heart that I wanted to be an angel—I had no doubt that I wanted to—and “with the angels stand.”

My conception was that the angels had a stand, not a fruit stand, but a little table such as my mother called a stand, and I tried to believe that to be an angel with one of those little tables was a most deeply religious state. Now we laugh at what we call children’s absurd ideas.

But two things are to be remembered; the first is that a child grasps at the first meaning that words present to him, and makes a critical analysis of language that might well be imitated by certain literary folk; thus the most careful explanations are necessary when dealing with the child. And, secondly, that from that child-period come the impressions of God and the future life which cling to us to the grave.

I have no doubt that many a great preacher gets more of the swing and beauty of poetry into his words from his infant-class teacher than from his theological school. You can test this by observing how powerfully you are influenced today by those graspings of your child mind. The heated band of steel was then bent into ideas for eternity. You will get your reward by having, at this time, a quiet, restful season with the children, in which you shall not fuss to keep them in order, nor think of that Christmas exercise, but preface the child for the best and truest conception of the coming of the Lord.

You come to them with this story which you have never, perhaps, really appreciated or lived yourself before. You recolor it by simply bringing out the colors that are there.

There are situations in this story more romantic than

novelists have ever discovered; royalty, but royalty in a stable-cave; angels, the inhabitants of heaven, and shepherds, the common herdsmen, meet together. The wise men from the East and a little baby; and this baby the Son of God, the Savior of the world. Did ever heaven and earth so combine to woo the imagination and the love of man?

Tell this story to yourself and pray over it until it becomes something for you not only to teach, but soothes your own heart and arouses new, strange and lovely thoughts.

Read Mrs. Browning's "Virgin to the Sleeping Jesus"; stand before one of Raphael's madonnas, but above all, read the story in its majestic simplicity in the New Testament. Then find words that are strong and ring true; words that satisfy your rekindled enthusiasm. The child may forget the melody, but not the words.

Those words which you are to paint on the child's soul will be the colors as lasting as the pigments on the walls of Herculaneum or the chapel ceilings of the Catacombs of Rome.

Perhaps the music is the brush you use. The next step is to reproduce in the child that conception of the Christmas time. It will take its own idea and make its own pictures after all, but you supply the material. And now comes the achievement most important of all, when the child takes what you have given him and makes it his own and sings back to you his picture of the Christ Child; when it dawns upon him of whom he is singing, then he has appropriated the beautiful fancies you have made so vivid.

The colors become fadeless and indelible by the warmth of his own actions in song; for all children sing whether they get the tune or not. They may never utter a note in after life, but as children they sing.

Your teaching has not been a mere drilling in notes and words; you have told him something, and now he must tell it himself. The vehicle of his story is the song.

As to the selection of music we may say that that is classic which is singable. You do not want a meaningless jig which is sung between gasps for breath, nor a minor dirge. You want a sweet melody upon which good words may float as the boat rises and falls on the swells of the ocean.

One of the best tests of good music for children is that which children will sing, and it is soon apparent; children will sing anything good even if it seems difficult. As to methods of training, the whole story is in arousing enthusiasm; in awakening the whole child. Then he wants to

sing. It is one thing to push a child up-hill, and quite another when he climbs himself for a flower just beyond his reach.

If you do not sing yourself, get some one who does. Do not get a voice without magnetism. If you despise your own voice yet love the children, and have something in your heart for them, you may be a better leader than an oratorio voice, which simply performs in front of them. One helpful way is to train one of the children to sing the song to the others.

But there are multitudes of ways which the seeking heart discovers, and the Christ Child himself has ever recognized his own and lends His aid. May many a young voice begin its first singing at this Christmastide, through your loving influence, that shall be sung through the coming years in devoted lives.



THE EARTH AND MAN.

A little sun, a little rain,
A soft wind blowing from the west—
And woods and fields are sweet again,
And warmth within the mountain's breast.
So simple is the earth we tread,
So quick with love and life her frame,
Ten thousand years have dawned and fled,
And still her magic is the same.

A little love, a little trust,
A soft impulse, a sudden dream—
And life as dry as desert dust
Is fresher than a mountain stream.
So simple is the heart of man,
So ready for new hope and joy;
Ten thousand years since it began
Have left it younger than a boy.

—*Selected.*

THE FIRST SCHOOL YEAR.

KATHERINE BEEBE.

V.

Color, Form, and Number.—How can we introduce the element of beauty into our schoolrooms now and today? We seem to be always going to do something toward it, but we do not really accomplish much; we have so much else to do; the conditions are bad; outside interests are pressing, and yet we want our schoolrooms improved and mean to get around to it some day. We believe that children should be surrounded by the beauties of form and color. We believe heartily in art influences in the schoolroom; we have heard lectures and read articles on the subject, to all of which we intellectually subscribed, and yet many, so many, of our schoolrooms remain (to use a mild term) un-beautiful.

There are rooms whose sole adornment is a clock, and I am not sure that such an unpretentious place is not pleasanter to the artistic eye and sense than the one burdened with attempts at so-called decoration. You have seen the room with a few unkempt and uncared-for flowers on the window sills, some two or three chromos discarded from home walls, some unframed Chicago *Tribune* prints, or a quantity of kindergarten chains for ornamentation. Some of these attempts on the part of teachers are as touching as the little window boxes in the homes of the very poor, such homes as are seen bordering our cheerless railroad tracks, although the latter are much nearer true artistic decoration.

It seems a trite and needless thing to say that the first requisite in a schoolroom which is to be pleasant to the eye is cleanliness. It is a fact, however, that our schoolrooms are not clean. Did you ever "smell" a clean one? School-houses ought to be scrubbed down daily as well as ships, lighthouses, and life-saving stations. However, that time is not yet. Real cleanliness is not always attainable where the "Lord High Janitor" holds undisputed sway.

If we cannot be clean, let us be as clean as we can. As "eternal vigilance is the price of liberty," so eternal pains-taking on the part of the teacher is the price of bright, pleasant, clean surroundings. A dustpan and brush can hang on a convenient nail, and five minutes' exercise with

them at intervals during the muddy days will alter the face of those days. I know one teacher who gets her floor scrubbed frequently in exchange for cast-off clothing given to needy girls of fourteen or fifteen.

Granted, then, that a room can be clean, the light is of next importance. Shades at every angle and glaring light make one kind of a schoolroom. Shades carefully adjusted to regulate the light make another kind of a schoolroom.

If we have flowers in the windows at all, let us have good ones. They will not grow without care, and they seem to know when they are neglected. The children will and can bring good soil, water is plenty, and the time necessary for washing foliage, loosening the soil, and removing dead leaves is not long, and these things, too, can be done by the children.

Imagining cleanliness, pleasant light, and flourishing window boxes,—but what about those bare, blank walls? Happily they are tinted now in most schools, and should a teacher choose to hang good pictures, she could easily have a room in which she and the children would take pride and delight. Both teachers and pupils pass so many hours inside these walls that it is worth while to make the place something like home.

Good housekeeping, one would think, is attainable by anyone; but it seems to be inborn in some people and impossible to others. I have noticed, and others bear me out in the observation, that school children, chameleon like, partake in appearance of the nature of their surroundings. Any set of children in an untidy, dirty, and disorderly room, look correspondingly untidy, dirty, and disorderly. Contrariwise, children in a clean, well kept, and orderly room have an air of cleanliness, of care and order about them. A brush and comb in the teacher's desk, wisely used, will add much to the "school-scape," and often make a good child out of one who is inclined to begin the day rebelliously.

All this is saying nothing of the reactionary effect, mental and moral, of a child's surroundings. Time and space forbid me to enter that field, so I content myself with outward and visible tokens this time.

As to the pictures, individual means, individual taste, and individual consecration to the cause will determine their quantity and quality. It will hardly be disputed that if any pictures are put upon our walls they ought to be good ones. There are many bright, pretty, attractive, and

transient pictures easily procurable, but there are also copies of the permanent pictures to be had at small cost. The school year is so short a span in a child's life that we have no time to give him anything but the best. Perhaps I can illustrate my point practically by citing the experience of a teacher who visited all of the large general stores of Chicago, and found by long and careful searching copies of several of the Madonnas, Breton's End of the Harvest, Joshua Reynold's Angels' Heads, Landseer's Deer, Landseer's Horses, The Good Shepherd, The Return of the May-flower, The First Christmas Night, and a good portrait of Washington. These were framed, the largest frame costing but seventy-five cents, and the pictures ranging in price from thirteen cents to fifty. When added up, the cost of her treasures was several dollars, but the teacher has these pictures now for the rest of her life, and her schoolroom is a unique feature in the building of which it is a part.

Imagine with me once again our ideally clean room, our blooming window garden, our soft light and tinted walls, on which hang not too many good pictures; imagine the children's rough heads made smooth, neckties tied, and hands and faces washed, if need be; imagine the spirit of good housekeeping to have penetrated cupboards, drawers, and desks, and in this pleasant place consider with me for a moment the subject of color as it comes to the children. You do not forget that this room is not burdened with decorative odds and ends. There are no advertising cards, no paper chains, no cheap fans, and no faded flags, though there may be one or two good flags draped over Washington's portrait.

Nature's own brilliant colorings are in the window against a background of blue sky. Perhaps one or two of the pictures on the wall are deep, rich-colored Venetian scenes. The child has handled and learned the primary and secondary colors in the paper folding and pasting, and other hand work, and you now desire to put the color itself into his childish hands.

The subject of painting in primary rooms opens up many a practical question. I have before me visions of mussy paint boxes, soiled rags, spilled water, shapeless daubs, and happy faces. Oh the bliss of splashing on heaps of crimson lake and prussian blue! Oh the joy of mixing orange, green, and purple! Oh the mighty effort that goes into the attempt at self-expression when it comes to applying the color!

There is no toy so dear to a child as a box of paints; there is no material better for expressing thought; there is no hand training superior to the teaching of a skillful use of this plastic material. Never mind if the little folks do make "an awful muss" of everything within reach the first day they have the paints. Bring all your skill in teaching and your science of good housekeeping to bear on the subject. Have one lesson to consist largely of getting ready and putting away, with a minimum quantity of actual painting. Paint from the object the six balls of the First Gift, one at a time, with skillful handling of material for your main point. Teach carefulness; do not expect it and blame the painting if it is not forthcoming. Teach it as you would teach reading or writing, as a means to an end, and long before spring comes, with its wealth of bud and blossom, you will be able to give your pupil an object with the simple direction to paint it, and you will have busy work of the best educational value. Do not outline or set the pattern. Let the children paint directly from the object, and do not be discouraged if for a long time "nobody makes anything that looks like anything."

The gifts you are using this year are so full of form lessons that any special word on that subject seems unnecessary. You know that the child's concepts of form must come through sense-avenues, that he must see, handle, and use forms if he is to have a clear mental picture of them. In no other way will these concepts grow in his mind. He can have no better method of gaining this experience than the lessons you give him with blocks, sticks, rings, tablets, and seeds, when he seems to be only playing. A child who uses kindergarten material is gaining concepts of form constantly. He is working with points, lines, angles, surfaces, and solids every time he plays with, transforms, or recombines this material. The element of number is constantly presented to him in this way. He is handling numbers of things, playing with numbers, recombining with numbers, and transforming quantities.

In the teaching of number to little children, the element of opportunity is perhaps the greatest one. The child helps us out by his natural love of counting, measuring, and estimating. In nearly everything you do with and for him the element of number is largely present if you could only see it, though sometimes it is more prominent to you than at other times. Though often the child's mind seems to be closed to it, more often is it open when you neglect to take advantage of it.

A new work on primary arithmetic might be summed up in the sentence: Watch for number opportunities and take advantage of them. Another volume might read: *Make number opportunities from subject-matter which has an educational value.*

If by means of actual experience and handling of quantities a child really knows number, the expression of this knowledge, we are told, is a comparatively simple matter. Many primary teachers, however, have not found it so. They have told me that, while the children are perfectly familiar with the number ten in its combinations, in objects, and while handling material, they have great difficulty with the expression in figures. They do not seem to have made a right connection, and to have realized that $4+4=8$ stands for the physical fact that they know so well when handling blocks or acorns. Perhaps this, too, is a matter of opportunity. Perhaps if expression in figures were given at exactly the right moment it would be a simple matter. At any rate it is worth trying; that all-powerful "right moment" is worth seeking and worth working for.

Mr. Jackman, in his book on number work in relation to nature study, has given great help to teachers in this matter, and told us a great deal about the making and using of opportunities. Colonel Parker has told us again and again, and finally once again in his "Talks on Pedagogics," how to seek, find, and make the educational opportunity that means everything in the teaching of number.

DRAWING FROM NATURE IN ELEMENTARY EDUCATION.

LOUISA PARSONS HOPKINS.

COLOR alone reveals form to the eye. Therefore let the child draw in color with brush and wash if practicable. Let him draw what he sees with his unperverted sight. You will be astonished at his rendering of perspective, because he sees all things naturally on a vertical plane, as the artist is trained to do, and he copies what he sees, not what he has been taught are the facts of form as ascertained by touch and measurement. I have set my four-year-old child in front of a window from which a factory, a dwelling house, a garden, inclosed fields and parts of two streets were visible. I gave him a pencil and paper, and told him to make a picture of what he could see. He soon produced a good outline of the landscape; the perspective, about which he had had no instruction, was excellent.

In the New Britain (Conn.) Normal school kindergarten and primary classes, the children five, six, and seven years old, drew with the brush and color plant forms, with flower-pots and vases, from objects placed before them. The color was fine and free, with shading and expression, and the form was good. The children painted what they saw as it made its picture upon their responsive minds. They enjoyed it and did not hesitate at artificial difficulties, because they approached the subject spontaneously.

American artists go to Paris to study with Gérôme. He throws them back upon nature for method. "Paint what you see," he reiterates. They have to get back to the attitude of childhood, to the uncorrupted vision and the simple act of sight so as to know what they see. They have to forget all the training of the academic schools and observe from the point of view of inexperience and utter naturalness. Let us begin exactly here with our little children. Give them color and let them reproduce the object before them just as it falls upon the retina. All the detail of perspective will be approximately correct, because the child sees without the embarrassment of knowledge, which perverts the appearance of things.

We are too much afraid to trust the child to nature. We start him on some conventional forms which we call type forms, and then bring in nature to illustrate our preconceived ideas. This is a remnant of the old philosophy. Why not adhere strictly to nature and let the child discover the ideal of form from observation and representation of natural forms wherein the hidden type awaits his recognition? Or let him observe the perfect sphere in the bubble, the perfect cube in the crystal, and so on, by well-selected natural types rather than by manufactured solids of no interest to his intelligence or to his spiritual recognition.

Again, in the matter of design, the child has an impulse for decoration; lead him to apply it at once to things, and not to mere patterns. Let him start out to relate beauty to use, as the true artistic sense perceives it to be; never isolate either. Let him color and decorate by his own device any useful article he can make; let him do it for the one he loves, and thus give his creative intelligence its true inspiration of feeling and of responsive pleasure.

Use is a dry motive. Material profit is a degrading motive by itself. Art has languished in the atmosphere of ambition for money-getting. Apply the lesson to the methods of art education. Let use and beauty go hand in hand in the artistic training of our children, and both minister to and express human sympathy, and art will begin to bloom once more. Keep beauty of color and form very close to the child as he grows into his relations with nature and life, and let him feel that all he does may be beautiful as an expression of the love he bears to God and man. Trust to his instinctive and joyous confidence in his powers, and you will develop his æsthetic sense and his spiritual nature at once.

In the Paris kindergarten work the idea of decoration is made inseparable from that of completion. The highest use includes beauty in all work. The weaving is not so much with paper as with worsted, which is a more useful material and admits more easily of decoration. A little woven square of colored worsted is good for a mat or a holder, and a combination of squares can be used as a cover for table, bed, etc.; each piece may be decorated in harmonious colors and designs or in portions of one large design. The dressmaking is made artistic by nicer adaptation to the form, as well as by decorative embroidery. All manual training is relieved of its purely industrial aspect by the artistic impulse of the French people. The sense of harmony

is expressed in color, in form, and in relations, to a greater extent than elsewhere, in the child culture of the Paris educational system. Color and form are begun by natural methods, and unite use, beauty, and sympathy for the true development of the whole child.

In the English schools the practical takes precedence of the ideal. The mechanical drawing is emphasized, yet color work is introduced very early in the drawing. The director of art education in London schools has a specially trained assistant to take charge of the color element in the school education, and the good results are apparent all along the line in the manual training. The color sense is being developed in art training from kindergarten to high school as never before, but it is but just begun nevertheless. We try our experiments with the child to some purpose if we remember how true a teacher of method is nature, and that she never disintegrates the child's powers nor her own outward expressions, but keeps body, mind, and soul together in every phase of life.

ON FROEBEL GROUND.

WILL S. MONROE.

Herzliche Neujahrsgriisse an die amerikanischen Freunde des Kindergartens aus dem Vaterlande Froebels, and with my greetings, a brief account of a recent visit to that section of the Thuringian Forest so intimately associated with the name of Froebel, the scenes of his childhood and early educational labors.

One who visits this part of Thuringia must be impressed with its natural beauty, and with its approximation to the great reformer's ideal of the best environment for the child. "Man, particularly in boyhood," he writes, "should become intimate with nature, not so much with reference to the details and the outer forms of her phenomena, as with reference to the Spirit of God that lives in her and rules over her. Indeed, the boy feels this deeply." Surely Thuringia affords this opportunity for nature study better than any other part of Germany.

My first visit was to Keilhau, a mountain village five miles west of Rudolstadt, the capital of the principality of Schwarzburg-Rudolstadt. Here in the village of Keilhau, in the year 1817, he founded his first educational institution, a boarding school for boys. Associated with him were his trusted friends, Middendorff and Langethal, already familiar and in sympathy with his ideas, and Barop, a relative of Middendorff's. All four were married; and together with the pupils—increasing gradually until the number reached one hundred—they formed an educational community. It will be remembered that Froebel directed this institution for twelve years; and that in 1829 he was succeeded by Middendorff, who in turn was succeeded by Barop. Barop's son is now in charge, with about forty boys in residence as pupils. The institution ranks as a *Real-Schule*; and a number of prominent Germans—George Ebers, the celebrated Egyptologist, among the number—have received their early training here. The buildings, to be sure, have been remodeled since Froebel's day, but here and there one catches gleams of the master's spirit, as, for instance, the individual flower gardens and summer playhouses of the boys, the making of which has continued since Froebel's day. It was at Keilhau that he wrote, and in 1826 published, his great

educational classic, the "Education of Man," which Dr. Hailmann has so creditably translated for his American readers.

Over the mountain from Keilhau, in the valley of the Saale, lies the old city of Blankenburg, the place which had the honor of giving birth to the first kindergarten. In 1837 Froebel settled in Blankenburg, where for some years he gave instruction to young teachers, and through the *Sonn-tagsblatt*, a weekly paper, he gave his views on infant education. Out of these classes and printed articles grew the first kindergarten, in 1840. The building in which it was organized remains today as then—a large, unattractive, three-story structure on the hillside. Above it rises the ruins of Greifenstein, the ancient castle of the German Emperor Günther. The building is now used as a *Mädchen-schule*, and on the front is a tablet in black and gold which reads: *Friedrich Fröbel errichtete am 28 Juni, 1840, hier seinen ersten Kindergarten.*

In a quiet little grove, not many rods distant, stands the handsome Froebel monument erected twelve years ago by admiring friends from different countries. The monument is about twenty feet high, with a sandstone quadrangular base supporting a handsome granite column. On one side, imbedded in the sandstone, is a circular bas-relief of Froebel in bronze; above it, his name; below, the inscription: *Kommet und lasst uns den Kinder leben.* A bronze laurel wreath crowns the monument. On the opposite side is the inscription: *Errichtet an seinem hundert jährigen Geburtstage den 21 April, 1882, von seinen Freunden und Verehrern.*

The one hundredth anniversary of the birth of Froebel was a great *Festtag* for Blankenburg and this region of the Thuringian Forest. Herr Heidare said on this occasion: "We rejoice today over a benefactor of mankind, one whose life and writings gave a new basis for human society and human culture, and all this through harmonious education, an education based upon an understanding of the laws of nature and the human intellect. Educators before him had studied children, but it was Froebel who gave us the key that unlocks that which is best in the development of the child. Froebel's new educational thought has found favor with many of the best educational minds at home and abroad; and today his memory is being worthily celebrated in Austria, Italy, France, England, and America, as well as in Germany."

Jena, Germany.

EDITORIAL COMMENT.

THE kindergarten movement is pushing its way into every progressive community, and is being welcomed by all intelligent and rational citizens, whether men or women. In many localities the work is being taken up as a special branch or department of well-organized women's clubs, educational circles, and teachers' associations. As is the case with every reform movement, the initial steps must be taken by individuals who are convinced of the importance of the innovation, and who are prophetic enough to anticipate a future demand for the very work which is rejected by the majority. A "blessed minority" is found in every community, which is willing to make the personal sacrifice and effort necessary to educate the public to an appreciation of the kindergarten work. The state cannot be expected to experiment with new measures. However, the voice of the state is the composite voice of the people, and the individuals of every community must be enlightened on the subject of new methods in education before there can be a public demand or desire for state kindergartens. The earnest, aspiring parent, who is forced to inquire into more expedient methods because of the new-generation baby in the home, frequently becomes the forerunner of the kindergarten sentiment in the community. Again a teacher, usually the primary teacher in the public school, takes up the question, and introduces a few of the kindergarten "notions" into her department. Step by step the interest is increased, and soon the movement is well under way. The growth of this sentiment, and the possibility of its being put into action for the benefit of the children of the town, depends upon the zeal and intelligent conviction of these self-elected pioneers. Many cities and towns are today ready for action, awaiting only the signal voice of someone who speaks with authority. It is the duty as well as privilege of every progressive parent, teacher, or kindergartner, who has faith and understanding in this work, to say the telling word and speak his conviction before all men.

DR. WM. T. HARRIS wrote the following statements, fully fifteen years ago, which are evidences of the law which governs the rise and movement of educational innovations:

1. Teachers and superintendents represent the will of the people.
2. They must have the approval of the community to initiate and carry out measures.
3. An ideal standard of work must exist and must be maintained, else there can be no progress.
4. There is a twofold duty to be done by every body of workers: 1st, To strive toward realizing the ideal; 2d, To enlarge public sentiment in a rational manner.
5. The educational ideal must be made *valid* in and through the conviction of the people. Discover the needs of the people, organize remedies, and apply the same according to the dictates of common or human sense.

IT is argued that "our community is so slow we cannot arouse enough interest to support a kindergarten." Or again, the blessed minority excuses its lack of taking action by arguing that the teachers and superintendent of our schools are indifferent. It is not required of the teachers to investigate new methods, and it cannot be expected of them when they have so much else to do. These are but superficial reasons when placed over against the statements quoted above from the pen of Dr. Harris. If a community is convinced that it wants progressive schools, it has the power to remove any indifferent or ignorant teacher who may stand between it and its ideal. If the community is not yet sufficiently aroused to the importance and necessity of making improvements in its schools, as it does in its streets and sanitary conditions, it is the redoubled duty of the minority to open the eyes of the public. No aggressive church would hazard its usefulness by retaining a man as pastor who failed to voice its sentiments. No family would engage a physician who was known to be behind the times in his profession, and who was indifferent to the effects of his doctoring upon his patients.

WE are of the conviction that the same respect and honor and devotion should be shown the schoolmaster when he passes down the street, as is shown the clergy, the physician, the successful banker. A change in the social attitude of the citizens toward the teachers of the community would alter the tone of the schools. The teacher who looks upon her work as a profession may demand this respect. If she be progressive in the profession, she may even lead and teach the community. The state has not

done its full duty when the school tithes are gathered in. It must invest these moneys in such a way as will bring the best returns to the state. It must see that the work is rendered for which wages are paid. It will not allow the builder of the schoolhouse to violate his contract by using poorer material than is paid for. It should no more allow salaries to go for services rendered only in appearance and not in fact. The state must be taught to look after its educational investments. The progressive parent or teacher in every community must do this teaching. Divorcing the school from the state, or politics, will not simplify this book-keeping. The increasing intelligence of the voter, who is forced to look into schools because of his own boy and girl, will help matters along.

It is no credit to the prominent citizen of a town that he boasts of never having been in a schoolhouse since he left the grammar room. If this same man boasted of never having been in a church since boyhood, his eligibility to prominent citizenship would at once wane. If he could prove never having appeared before the bank cashier's window, his solvency would at once be doubted. The educational ideal must be found valid; must be upheld by those whose chosen god it is; must be courted, loved, and worshiped by those whose life work it is. Let the schools be discussed at the club and the soirée, at the family dinner table and by the seashore, and public sentiment will no longer sleep. "Our" town will wake up; our teachers and superintendents will respond, and our children will bring home each day the profit which accrues to the state because of its righteous and guarded investment.

Progressive teachers are as frequently hampered by the indifference of the community as *vice versa*. They are finding themselves forced to organize and investigate independent of the powers that be.

The following action, which may be taken by any group of primary teachers, is most heartily recommended as worthy of imitation: "At the Northeastern Iowa Teachers Association, which met at Waterloo November 9 and 10, the topic, 'What professional recognition should primary teachers have?' was discussed in the primary section of the Women's Round Table. The result of the discussion appeared to be that universal recognition of the primary teachers would be secured just as soon as they were ready for it and demanded it. A committee of three was appointed to decide how best to work toward this object. The committee, with five other

primary teachers, held a meeting on Saturday afternoon and decided that an attempt be made to raise the standard of the primary teachers over the state, and to work for a state primary certificate. State Superintendent Sabin was invited to meet with the committee, which he kindly did; his advice was asked, and in respect to the state certificate he said: 'Make your course of study strong enough, send it to me, and I will present it to the state committee.' It was decided that all the teachers present at that committee meeting constitute the committee, and each one write to some prominent educator for help in regard to the outline of work."

ALL that President Harper, of the University of Chicago, says on the subject of education is worthy of sincere attention. He recently summed up the needs of modern education as follows:

1. A principle of individualism is essential. The individual student is to be looked after, and not the mass of students, as hitherto.
2. This change in our educational system will be super-induced by a principle of coördination. The beginning of real university work is in the kindergarten, thereby two or three years' work being saved to each student.
3. A leading feature of the future educational system will be the principle of association. Only the specialists combine. Every college should have associated with it a sufficient number of academies and high schools to satisfy its constituency. In turn, the colleges to do proper work must coöperate with the universities.

EVERYDAY PRACTICE DEPARTMENT.

LEARNING TO DRAW FROM WHAT WE SEE.

Drawing is at best a language—a means of conveying to another our thoughts of form. Seeing, or the training of the eye, and doing, or the training of the hand, are two essential qualifications of successful drawing. It has been truly said that a draughtsman sees only what he is able to draw, and never draws more than he sees. It is a universal power to see things, to recognize things; but to see and analyze what is seen is a far different matter. This power must be either a natural gift, or the result of careful training. Doing is more directly the result of manual skill, or may be acquired by continuous effort along the prescribed lines of a certain method. The hand is ever the willing servant of the mind, and adapts itself to all that is reasonably required of it.

Form may be apprehended from two points of view—from the actual facts of the object, and what really constitutes the object as a whole, or from the appearance of the object, consisting of such portions only as the eye sees. We know, as a fact, that the cube has six faces, and yet the eye sees at most but three at one time. We know that the plate is circular, but when viewed at a certain angle it appears to be elliptical. The study of the facts of form finds its legitimate expression in modeling and making. But parallel to this study should be that of the appearance of form, that we may learn to express ourselves in drawing.

Up to a recent date the study of the facts of form only has been given proper consideration in our elementary schools. This has been largely due to the notion that a study of form—appearance—was beyond the understanding of the child. This notion was tenable with such educational leaders as could not themselves see correctly. To artists and draughtsmen alone belonged the fullness of artistic seeing; others not so gifted possessed that knowledge of form which is seen rather by the mental eye than by the physical. The concepts of such men and women compassed the entire object, including all the facts and associations of that object within the range of memory and experience. The object was a thing of three dimensions, the invisible parts being as present to the eye as the visible. In the case of a house,

the top and base, the front, the rear and side, were all imagined visible at the same time. Such a concept could easily find expression in modeling and making, but never in pictorial drawing.

Thinking naturally influences seeing. The child draws what he knows to be rather than what he sees. His drawing of the apple on a piece of paper is not likely to be a drawing of the apple before him. It will be rather an attempt to picture the apple in his mind. He will draw the beetle with six legs, knowing and insisting that there are six legs whether he sees them all or not. Again, he will represent things diagrammatically. He will draw a square for a cube, or an oblong for a square prism. This is entirely due to his wrong apprehension of form, or his failure to realize what the eye sees.

There has been much discussion as to what a child naturally sees, or how much he will see if left to himself. It would seem of greater importance that we ascertain what the child is capable of doing under proper guidance, and what are his powers of analyzing and seeing relationships. Every kindergarten child knows that a cube has six faces. Is it too much to ask him to tell you how many faces he can see from a given point of view? Is it too much to ask him how these faces look to him? These questions may be asked with no purpose of teaching the child the principles of perspective, or the center of vision, or vanishing points. We merely wish him to see what is before his eyes, and to appreciate the difference between the real thing and its appearance; to realize that the picture of any object changes as the relative position of the spectator is changed. It is therefore apparent that what first concerns us in the question of drawing is not so much methods of teaching how to draw, as the ways of learning how to see.

The idea to be expressed must necessarily precede the means of, or methods of, expression. Too often the reverse of this process has deadened the interest and dwarfed the powers of the child. If we are seeking to help the child to draw or to express form, we must first lead him to see, recognize, and analyze form; to image it, to feel it. Then will the true expression of it follow as a natural consequence. This work must not be confined to a regular period of time in the school program, but must be a feature of every lesson, should be one of the indirect lessons which every teacher is watching her opportunity to teach. Then only will the child express himself as freely in drawing as in speech.

Through his clay modeling the teacher knows the child's concept of form, knows how definite is that concept, and deep is his interest in the facts of the form under consideration. In the same manner the teacher should use the drawing as a means of discovering the child's concept of the appearance of form. She should use the drawing as a test of his seeing powers, not his observing powers. As the modeling lesson is preceded by a lesson on the analysis of the facts of form, so should drawing be preceded by a lesson on the analysis of the appearance of form. These two kinds of form study should proceed on parallel lines throughout the education of the child. As the kindergartner has had so much training along the former and so little along the latter line, we will take up a study of form—appearance—in this paper.

Let us take up the type forms in the order in which they are presented by Froebel. The sphere is such a simple object that the facts and appearance of form seem identical. The outline of the form is the same from every point of view. This is not true of the cube, the outlines of which change shape with every change of position. The cube is the most desirable model for the study of appearances, as its faces, which are in fact the same in shape and size, are more easily compared when viewed at different angles. Again, this is a valuable model because in different positions, one, two or three faces may be seen, whereas in the sphere we never see but one face, and in the cylinder never more than two. Having studied the cube thoroughly with reference to the appearance of square faces and straight edges, we find the study of the cylinder with its circular faces and curved edges very valuable.

Cube.—Having previously learned that the cube is a solid having six square faces, twelve straight edges, eight corners, etc., we wish to study its appearance in several different positions. Each child having a cube holds it in the positions dictated by the teacher.

(First Position, Facing.)

Teacher—The children may hold the cubes by the two lower rear corners, on a level with their eyes, whereby they see but one face. What is its shape?

Children—Square.

Teacher—Lower the cube about two inches, still keeping it facing. How many faces do you see now?

Children—Two.

Teacher—Which faces?

Children—The front and the top face.

Teacher—How does the front face look?

Children—Square.

Teacher—The top face?

Children—Something like an oblong.

Teacher—Lower the cube again, this time about six inches. What happens to the top face?

Children—It gets larger from front to back.

Teacher—What happens to the front face?

Children—It gets smaller up and down.

Teacher—Now move it up and down and notice how, when the top face gets larger the front face gets smaller, and when the front face gets larger the top face gets smaller.

(Second Position, Turned.)

Teacher—Hold the cube on a level with the eye again. This time turn it so that you see two front faces equal in width. What is the shape of each?

Children—Something like oblongs.

Teacher—Lower the cube about two inches without otherwise changing its position. How many faces do you see now?

Children—Three faces.

Teacher—Which faces?

Children—The top face and the two front faces.

Teacher—How does the top face look?

Children—Like a diamond.

Teacher—How do the two front faces look?

Children—A little like a diamond—but not quite.

Teacher—Lower the cube again—about six inches. What happens to the top face?

Children—It gets larger from front to back.

Teacher—What happens to the front faces?

Children—They get smaller up and down.

Teacher—Now move the cube up and down and notice again how, as the top face gets larger, the front faces get

smaller, and as the front faces get larger the top face gets smaller.

Thus the analysis goes on, finding its expression in speech. But we can never be certain as to the seeing power of the children until they tell us what they see through drawing. The teacher, therefore, asks each child to place his cube on the table in front of him, about two feet from him. The model faces him, but below the level of the eye. Look at it carefully, and make a drawing of how it looks to you. The above method might be followed to advantage in every lesson which uses drawing as a means of expression. Every connecting class and primary teacher may present the work of drawing what is seen in a scientific manner:

First, free drawing by the children, independent in their thought and method of expression; second, comparison between the object and the drawing, by the children, directed by the teacher; third, criticism of the drawing, by the children, directed by the teacher, stating wherein the drawing is unlike the object; fourth, a second drawing by the children, aiming to correct the mistakes of the first.

It may be necessary to repeat this order a second, and possibly a third time, giving the children the privilege of making several attempts before satisfactory results are reached. We must not forget that the motive of this lesson is not to teach the children to draw the model—if it were, the result would be a failure,—but to teach them to see, and the model is the means used.

Let us proceed with our lesson on the cube. The children have drawn it and the results are varied. We now ask them to hold the paper vertically beside the cube, so that both may be seen on the same plane and a comparison made. Having them look from the drawing to the cube and back again, the teacher asks them to tell her wherein the drawing is not like the object. One child says his is too large; another says his is too small; one says his is too high; another says his is too wide. One child says he sees two faces and has only drawn one, while another says his drawing of the top face is too large from front to back.

The teacher next asks: "How many of the children think they could draw it better the next time?" and they all think they can and they try again and again.

The motive of this lesson is to have the children see that only two faces are visible, and that one or both are foreshortened. But they must discover this in the natural

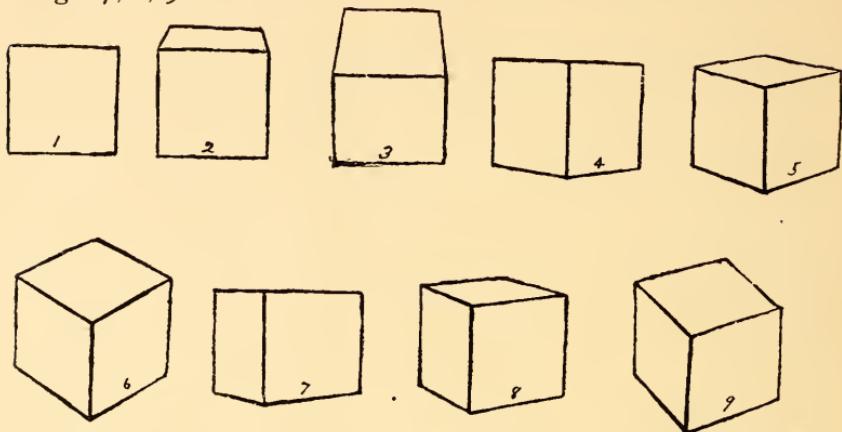
way. We must not force it upon them by putting correct drawings on the board, or telling them what they are expected to see.

When we have worked faithfully in this manner, we pass on to the second position of our model. We may have gained no perceptible results from the study of the first position, but another example will often illustrate our point to the child, and develop the idea to him. He may have accomplished little with the simplest view of the model, and still find himself able to analyze and reproduce the more difficult position. We now ask the children to turn the cube, so that they see the two front faces equally, the cube still standing on the table about two feet in front of them. The children are again asked to make a drawing of what they see. Again the drawing is placed beside the model for comparison, the teacher aiming to have the children look carefully and thoughtfully from the drawing to the model, and back to the drawing. Then may follow a discussion of the work. We find, if the drawing is of the same size as the model, that we can better compare them. We note how many faces are to be seen and how many have been drawn; how the top face appears, and how it is drawn; how the front faces look, and how they are pictured. "How many think they can make a better drawing now?" All are permitted to make several trials. If the younger children—of the kindergarten age—draw anything at this period of their training which is recognizable as a cube, from this position, the teacher may feel that she has accomplished a great deal.

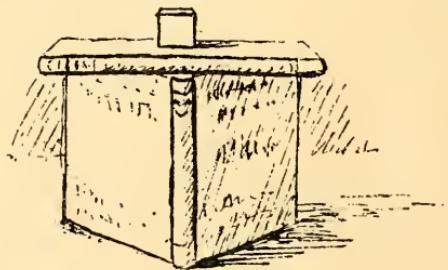
Thus far no attention has been called to the convergence of edges. As the models are small, only a trained eye could discern the convergence. It is also better not to present too many lines of work at one time. As the children grow in their power of seeing, the teacher may dictate different positions of the cube for them to draw, such as these: Draw the cube on a level with the eye, facing (Fig. 1). Draw the cube two inches below the level of the eye, facing (Fig. 2). Draw the cube eight inches below the level of the eye, facing (Fig. 3). Draw from the cube, so turned that the front faces may be seen equally, first on a level with the eye, then two inches below the eye, then eight inches below the eye, as in Figs. 4, 5, 6.

Draw again from the cube, so turned that the left front face is foreshortened to appear one-half as large as the right front face; draw first on a level with the eye, then two

inches below the eye, then eight inches below the eye as in Figs. 7, 8, 9.



The model should always rest on a horizontal surface, while the child draws from it. It should never be held in the hand, as the hand is apt to change position, making it difficult to compare the drawing with the model. The model should be kept as nearly as possible in front of the child. It may be elevated to the level of the eye by means of books, as illustrated below.



Parallel to these lessons in *seeing*, the children should be given lessons in *doing*. We will speak in a subsequent paper of such detail as how to sit, how to place the paper, how to hold the pencil in drawing different kinds of lines in different positions, which lines to draw first and how to draw them, etc.—*Katherine Ball, San Francisco.*

SUPERIORITY OF ORAL OVER WRITTEN WORK IN PRIMARY SCHOOLS.

The majority of teachers I have known are willing to change their way of working if they see a reason for so do-

ing. Do we all have good reasons for requiring of our pupils to do what we do? I know one fourth-grade teacher who reads the map questions to her class and requires them to write the answers. A half hour of valuable time is spent in this way. When questioned as to her reasons for so conducting the class her answer was, "that each pupil has a chance to answer every question, and the children are so much quieter when they recite in this way." What this teacher considered as good reasons seemed poor ones to me.

While discussing this topic of oral *versus* written work, let us forget our claims for the present, and consider only the child and its effect upon his development. These are physical considerations worthy of our attention. The muscles of the hand become cramped and tired when used too constantly; the bodies bend over the desks and the result is contracted chests and round shoulders, and the eyes are greatly taxed, especially where children are looking up at board work and back on to paper or slate. We must conclude that oral work is better for the body. Which is better for the mind?

Work in school may be grouped under two heads, viz., development work and review work. Written work has no connection with child development in the primary schools for two reasons, viz.: the oral word is more familiar to the child than the written word, consequently ideas gained through oral work will be clearer; again, in development work, each step depends so directly upon the preceding that the connecting thread is easily lost. The teacher must constantly change her questions and directions as the need arises, and this she cannot do if the pupil is following written directions. We have to consider the relative importance of oral and written work in connection with review work.

Written work is necessary in connection with dictation lessons, also in arithmetic lessons. Copying lists of words four or five times to learn the spelling, and copying sentences, should be done away with. Use boxes of letters and words and make the words and sentences once. Similar work can be done in arithmetic with figures and signs.

A certain amount of writing is necessary in connection with language work, such as the writing of notes and letters, the reproductions of stories, poems and descriptions. Too much of this work can be done. Oral language is important; training a child to write well does not make him a good talker.

Why in the majority of cases, even in reviewing, is oral work better than written work? Better attention is given. Spoken words appeal more directly to the child. All are thinking of the same thing at the same time. The teacher's expression, tone of voice, and movements help a weak child to concentrate his attention. She can help an inattentive pupil by asking him a question just at the right time. She knows from her pupils' faces how much or how little they have gained. This is the strongest argument in favor of oral work. Imagine a classroom where the teacher is on one side of a great curtain and the pupils on the other. The teacher might question her pupils and they would answer, perhaps. Written work is similar to this.

A child would rather hear you tell him a story than hear you read it to him. We prefer a minister who preaches without notes. Given the same literary value, we would rather hear a talk than a paper read. Why? Because of the personal element; because the face, the movements of the body, the emphasis and intonation all help us to gain clearer ideas.

The wise teacher adopts that plan which best accomplishes her purpose. Is it wise to exclude this great help, as one must in written work? Through oral work a child learns to talk. What makes a good linguist? Practice.

Time is saved by oral work. We talk faster than we write, and more ground can be covered in a given time.

The teacher who requires much written work must do much looking over papers. I know of no task more discouraging, more wearing on body and soul and less effective than this. Teachers need more time and energy than they have. Is this an economical plan?

In oral work, a mistake can be corrected at the time it is made; in written work the same mistakes are made again and again and the wrong forms are more firmly fixed in the child's mind. Too much work is apt to be given in written questions, consequently the children write fast; poor penmanship, careless spelling and punctuation are the results. Copying is sometimes done in connection with written work. We tell the children to do their very best, and then give them so much to write that it is impossible for them to do their best. We encourage habits which are not thorough. To my mind a character which lacks thoroughness is sadly defective. "The true aim of the highest education is to train men to be, rather than to know; to develop character rather than knowledge."—*Carolin Hendrickson, Willimantic, Conn.*

HOW WE HAVE STUDIED FORM AND COLOR.

Instead of talking theory shall I give you a bit of recent history, which will tell you what we think of form and color study in Willimantic?

We have centered the thoughts of form and color and drawing (for everyone draws) about the seasons, and we have just lived through the happy period of Thanksgiving and Christmas. All through the fall we have thought and talked about the forms of things and of their colors; we have handled and modeled and drawn them; we have absorbed color from beautiful things out of doors, things in our schoolrooms and things which have been taken from an artist's portfolio; we have had nimble practice with the hand for straight and curved movement on blackboard and paper, and our imaginations have worked prodigiously to make our drawings mean the things which they represented. Blackboard pictures, water colors, and rapid sketching before the children, together with a delightful feeling that they—the children—were expressing a great deal by the aid of crayon or pencil, have been attendant upon the fall work and play.

Now with all these little ones there has been a harvest. They sewed and painted dainty little Puritan maidens, ears of corn, Plymouth Rock, Miles Standish hats; they even made pumpkin pies of clay and painted them realistically. They traced, over transparencies, careful drawings of subjects pertaining to Thanksgiving—also drawing these things free hand with great ease, if not with accuracy.

Then came the snow and we immediately made use of the circle practice in making pictures of snowballs, soft and dented and round. We had well-arranged piles of them, and balls of differing sizes. And then we made snow men on paper amid a chuckling quite as funny as the snow men themselves.

Christmas brought a study of trees—especially of the pine family. All wished to draw a Christmas tree and hang upon it things like cubes and spheres and cylinders and cones, for these drawings seemed wonderfully real to other children. We also asked them to draw the things which they wanted for Christmas at the foot of the tree, and we guessed what these things might be.

All of this time we have been working with color, for the sewing-cards are tinted, and the children see just as much as possible of things having good color. They are constantly making, thinking, producing, doing, and are

becoming live little workers. They are in love with school and happy in connecting themselves with their surroundings.

Our great aim has been to give them clear ideas of form and color, and to awaken a sense of our possession of both. Our effort has been to avoid abstractions, and to connect the children's thoughts with such things as are tangible, educational, seasonable, pleasure giving.

Children naturally love form and color, but the greatest point of all is gained when the little mind recognizes a family likeness between the things which awaken his thought processes and the things with which he lives. It was Froebel's life aim to accomplish this for children.—*Emelene A. Dunn, Willimantic, Conn.*

GO TO FROEBEL FOR METHODS OF FORM, COLOR, AND NUMBER STUDY.

In presenting materials to little children with a view to meeting the needs of their self-activity, or of supplying a means of utilizing the same, or even of opening a channel or window through which it may operate at pleasure, we are providing but one-half the necessary ingredient. The other half is the impulse of joy. Froebel has named this impulse the play spirit. He says, in sentiment:

Do not solemnly, pedagogically put a wooden type form into the open, waiting hands of children; toss it to them, challenge their pleasure sense, call out the light of the eye, and let that ball or sphere carry a warm sympathy from you to the child; let it be a veritable messenger. Now watch the child as he catches the ball. His glance is alternated between you and the sphere; the playful incident deepens into a childish experience. Now you can trust this native activity; you can trust even boyish roguery, if you send a sincere playfulness along with your form lesson; and therefore the child will partake of and participate in the lesson. A surface, sense impression is as vanishing and evanescent as a puff of smoke from a cigar without the alleged fragrance.

Froebel is only too frequently interpreted as the great advocate of education through sense impression. Read him, study him, and you will find this quite the contrary to his teachings. He insists upon experience and rediscoveries as the essential conditions to true learning. Not observation of things, but experience; life with things is his plea. The child's experience takes the form of play, and

the play impulse is the natural form of self-activity. It is one with art feeling, and implies no tinge of strenuous effort. Nature speaks through men and women, especially when they are yet little children, as freely and joyously as she does through oak or daffodil. The law of self-activity has a wider range than the physiologist allows. Self-activity demands the all-sided activity of the whole being—the whole self. (See page 11 of "Education of Man.")

The great problem before the art or drawing teacher is to find the point where she can coöperate with this natural voice of *the true* by means of all that is normal in human nature. The sun shines upon all windows alike, but it is the clean, normal pane which transmits most truly and sweetly. Hard work, prolonged, contracting effort in art directions are but the shadow casts of artistic work. In this connection we need only remember Japan and her spontaneous, intuitive, creative activity.

Another of the familiar principles repeated by Froebel is that of universalizing every idea which is clearly caught by the child. In substance we find him to say: It is not enough to bring a wooden sphere, cube, or cylinder to the pliable child, presenting him with the facts of these forms or quantities; but point out to him, as well, tree trunks, flower stalks, and ship masts as *related* forms. It is not enough to teach him to say that this form, which is different from or like unto the sphere or cube, is a cylinder, and therefore a tree trunk is cylindrical. Rather say to him, Here is something, and here and there,—many things,—which, though very different, are yet alike in one respect, and that one respect is generalized in the term cylindrical.

The name alone does not define the form or make the standard. A wide experience in searching out related forms is bound to crystallize into an idea, which is none the less geometric or mathematical because it has the poetic quality which a *life* experience alone can give it. An affection for the thing grows out of such an experience, and this affection warms and beautifies it forever. The inner relation or connectedness of things can only be found in the process of universalizing or transferring the idea. This is the finding of the spirit which does not exclude the letter, but which illuminates and interprets it.

Emerson affirms that the purpose of education is to regain self-trust. More practical faith is needed in the schoolroom. A perennial, consistent faith in self-effort and self-activity will produce the art-creative atmosphere so

much to be desired in the primary and grade school. Healthier than all close, analytical study of methods, masters, or materials, is nature study. This was the source of Froebel's successes. He taught the sciences only as they were the natural outgrowth of the child's own personal contact with nature. He did not first classify the forest birds, then teach this classification through strains of childish memory, then set the children free to prove the classification in the woods. He reversed the process, trusting to that law of logic by which all thinking is governed, knowing that each child, as he himself had done, would group the black, the red, and the yellow birds after their kind. Again he said, Let us make gardens, care for plants, nurture and coöperate with nature's workings,—not for a day, but for repeated seasons; then we may learn mathematics from the pistils and petals of the hepatica; then may we learn historic art forms from the lily cup.—*Amalie Hofer.*

ILLINOIS PRIMARY TEACHERS ARE PROGRESSIVE.

"Related Work in the Primary Grades" was the inclusive topic which was extensively discussed before the primary section of the Illinois State Teachers' Association, which met at Springfield December 27, 28, 29. The following practical educators entered the discussion: Mrs. Lida B. McMurry, of Normal; Miss Kate B. Rutherford, of Peoria; Superintendent W. H. Campbell, of Joliet; Miss Anna C. Davis, of Austin; Superintendent Frank Hall, of Waukegan; Miss Lottie E. Jones, of Danville. The subject was handled according to the following synopsis:

- I. *Proposition—The child's experience is the only rational center to which school work can be organically related.* Is this true?
- II. *Queries:*
 - a. What are the chief sources of the child's experience when he enters school?
 - b. In order of importance, how do the various modes of expression (making, modeling, painting, drawing, writing, oral language, and music) stand related in the pupil's experience?
 - c. What kind of work in the primary grades will most naturally and normally enlarge the pupil's experience?
 - d. Is there a real demand for *painting*? Can outdoor sketching be done? What material is most appropriate? Shall it be a leaf or a landscape?
 - e. Is *making* demanded? What are the sources of material?
 - f. When should *drawing* begin? With what kind of objects? Blackboard or pencil?
 - g. What demand is there in the child's experience for *modeling*? What lines of work necessitated? What obstacles?

- h. Does the pupils' experience below the third grade *actually demand writing with a pen or pencil?* Is the use of the pen and pencil in writing in the first and second grades merely a concession to a demand for formal training?
- III. *Points on written work in the first year.*
- IV. *What is the relation of observation to reading and story-telling in primary grades?*
- V. *To what extent does the work ordinarily attempted in the primary grades stop short of reaching a moral effect in the characters of the pupils?*
- VI. *What constitutes the difference in moral effect between the various phases of nature study and the different phases of historical studies?*

A strong paper was presented by Dr. C. C. Van Liew on the "Relation of the Kindergarten to the Primary School." The following points were covered: Both kindergartners and primary teachers feel that there is a gap or breach between their respective spheres of labor, hence the call for connecting class work. The child passes directly from the kindergarten to the primary grades. A lack of the close relation between these two is unnatural from the child's standpoint. The child's best interests demand unity and continuity in the educational aim and effort of the entire period covered by the kindergarten and primary school. It is true that many of the educational measures distinctive of the kindergarten work of the past, and of primary work in its newest phases, are fitted to develop the interests, powers, and activities peculiar to childhood.

From the point of view of childhood, the so-called "gifts" of the kindergarten must be regarded as artificial (i. e., unnatural) and formal means of education. From the child's point of view, the predominance of formal occupations in the primary grades cannot be defended. In view of certain *data* brought to light by *Child Study*, those minuter motor activities (plaiting, sewing, drawing to patterns, etc.), in which the primary grades have, to some extent, imitated the kindergarten, are an undesirable means of union between the two. Such occupations in the kindergarten and first primary grades are a violation of the child's physical being.

"The Aim, Difficulties, and Success of Kindergartening," was thoroughly treated by Miss Anna E. Bryan, under the following eight heads:

1. Froebel's idea of education—its comprehensiveness—the end recognized and included in the beginning.
2. The kindergarten according to Froebel's ideal—how it is intended to serve as a foundation for all education.

3. Is this such a foundation as can be immediately built upon by the primary school? Is it of service in the upper grades?

4. The need of adjustment between kindergarten and primary grade. The need of adjustment in all education. The chief cause of this need.

5. An examination of the materials of kindergarten as suitable means for an early stage of development. Are the "gifts" necessary? Why used in addition to natural forms? Value of the "occupations."

6. Is the kindergarten accomplishing its aim?

7. The results—their nature and cause.

8. Present tendencies of the kindergarten work.

We would recommend that the chief points discussed in these papers be taken up for consideration by the Froebel and kindergarten unions all over the country. The unification of the primary and the kindergarten depends as much upon the kindergartner as upon the primary teacher. Each needs the other.

EXERCISES WITH THE SECOND-GIFT BEADS AND STICKS.

There is no kindergarten material which admits of such varied and delightful uses as these wooden forms known as the "Hailmann beads." The youngest children in both the home and the kindergarten find an unlimited scope for their playfulness and activity in the possession of a box of these beads. They represent the larger forms of the Second Gift in miniature, and are supplied in the six standard colors, also in the plain wood color. The following series of exercises have been arranged with the same purpose in view as in the other "schools" of the kindergarten occupations, viz.: as an organized, working basis, and not as a literal method to be carried out with the child. The "schools" of hand work at best are but reservoirs of resource, from which the kindergartner may draw according to her needs and best purposes. She may dip into the well of her own systematized plan of using materials for what will best work together with her central thought and the season's experience.

It is found practical to string both the round and cylindrical beads on short shoe-strings, that the youngest children may have the advantage and pleasure of seeing the work grow under their hands. It is a matter of discouragement to them to have a yard-long string over which to pass

each bead. The children may be given a dictation, and then repeat this until the string is full. They should then be given the materials to work out an arrangement of their own, limiting them as to the choice of color or number.

The children find it more satisfactory to string the cubes on the sticks. They soon learn to guess correctly how many cubes will be necessary to fill the sticks of different lengths. A certain arrangement of cubes may be dictated for the first stick. The children may then repeat the arrangement on others until enough are filled to form a square by laying the sticks side by side. Varied designs may be laid in this way by alternating the colors and arrangement. Symmetrical patterns may be designed, such as repeat the weaving and tablet-laying work. Oilcloth and tile designs may be encouraged.

The round beads may be used in connection with the First Gift in the following series. Let each child take one bead, pass the box on, and then put it on the string. More than one box may be started around the table if necessary, to keep the children from growing restless:

- SERIES A: 1—Red sphere.
 2—1 red, 1 yellow.
 3—1 red, 1 orange, 1 yellow.
 4—1 yellow, 1 blue.
 5—1 yellow, 1 green, 1 blue.
 6—1 red, 1 blue.
 7—1 red, 1 violet, 1 blue.
 8—1 red, 1 orange, 1 yellow, 1 green, 1 blue, 1 violet.

A second series may be arranged, following the same order of color combinations as before, but using the following number arrangements with each: 2 and 2; 2 and 1; 3 and 3; 3 and 1; 3 and 2. For instance, retain the color combination of number 4, but change the numbers:

- SERIES B: 1—2 red, 2 blue.
 2—2 red, 1 blue.
 3—3 red, 3 blue.
 4—3 red, 1 blue.
 5—3 red, 2 blue.

The beads may be used to illustrate the work with the Second Gift, the children selecting any one color in the different forms.

- SERIES C: 1—1 sphere, 1 cube.
 2—2 spheres, 2 cubes.
 3—2 spheres, 1 cube.
 4—3 spheres, 3 cubes.
 5—3 spheres, 1 cube.
 6—3 spheres, 2 cubes.

- SERIES D: 1—1 sphere, 1 cylinder, 1 cube.
 2—2 spheres, 2 cylinders, 2 cubes.
 3—2 spheres, 1 cylinder, 2 cubes.
 4—3 spheres, 3 cylinders, 3 cubes.
 5—3 spheres, 1 cylinder, 3 cubes.
 6—3 spheres, 2 cylinders, 3 cubes.
 7—1 sphere, 2 cylinders, 3 cubes.

SERIES E: Combine the colors of Series A with the forms of Series C.

- 1—I red sphere, 1 yellow cube.
 2—I yellow sphere, 1 blue cube.
 3—I blue sphere, 1 red cube.
 4—I red sphere, 1 orange cube, 1 yellow cube.
 5—I yellow sphere, 1 green cube, 1 blue cube.
 6—I blue sphere, 1 violet cube, 1 red cube.

SERIES F: Number combinations of Series A with the form and color of Series C.

Easy first work with sticks is done by laying them side by side until a square is produced; this gives the correct idea of planes being made of lines, just as lentil work shows lines made of points. Color and number will add interest and instruction to this manner of using sticks.

- EXAMPLES: (1)—1 red, 1 yellow.
 (Repeat order until square is formed.)
 (2)—2 red, 2 yellow, etc.

The order of using color and number may be the same as given in exercises for bead stringing.

All the fundamental laws of mathematics may be reached and understood through comparison, the only true basis for number work. Our sticks of different length furnish us excellent means for teaching number through comparison.

- EXAMPLES: (1)—1 two-inch stick, red.
 2 one-inch sticks, yellow.
 1 four-inch stick, red.
 (Repeat order until square is formed.)
 (2)—2 two-inch sticks, yellow.
 1 four-inch stick, red.
 (Repeat order until square is formed.)
 (3)—2 two-inch sticks, yellow.
 4 one-inch sticks, orange.
 2 two-inch sticks, yellow.
 1 four-inch stick, red.
 (Repeat order until square is formed.)

Comparisons are often made by the children before we have had a chance to ask a question. "It takes two two-inch sticks to make one as long as the four-inch stick." "The four-inch stick is twice as long as the two-inch stick." "The two-inch stick is half as long as the four-inch stick."

When allowed to make their own combinations they

choose the lengths they wish to use, and often make valuable discoveries. The square or oblong produced may be a mat for Mrs. Pussy or a rug for mamma.—*L. A. T., Milwaukee.*

HOW TO AROUSE PUBLIC INTEREST IN THE KINDERGARTEN.

Endless questions are being asked by intelligent men and women as to the best ways and means of organizing the kindergarten work in a community. Every kindergartner should be ready to answer these questions, and be prepared to offer plans of work. It has sometimes been the mistaken effort to create a furor of excitement and enthusiasm in a community, and then organize while the blood is warm with the kindergarten idea. More practical people wish to know the actual facts of the work proposed before they render their indorsements. Is the kindergarten all that the enthusiasts claim for it? Does it accomplish the beautiful results which they enumerate?

I believe that the best argument for the system is a good working kindergarten in a community, to which parents and teachers and citizens may be invited to see for themselves, and judge for themselves, at any time. How to secure this convincing object lesson to a community must continue to be the work of the handful, the few who are progressive enough to be pioneers. Every effort should be made to enlist the interest of the associate grade teachers of the public schools, and a record should be made of their estimates of the work through the children they receive from the kindergarten. Parents should be interviewed, and an account kept of the children's growth and the opinions of the parents as to their improvement and development of powers. The kindergarten itself is the most telling argument, as it presents in its daily work a variety of experiences, any one of which must appeal to some one; any one of which may demonstrate a worthy point and gain a new friend. The kindergartner may not always think of the specific point which is thus made impressive, and may overlook in her argument of words the one point which will convince her hearer.

One may never know which argument will prove the convincing one. It is frequently the hourly, everyday evidence of good training which wins the respect of the in-

telligent witness. Not long since a gentleman picked up a piece of pasting work in a kindergarten, saying: "I have watched this child working without lines or guides to the eye. In my business I have employed carpenters who have far less accuracy of eye or carefulness of workmanship." Another witness tells of having seen the children enter the circle to take part in a game, and how the kindergartner said: "There are too many children. Who will step back?" Immediately three children stepped back to their places. This simple incident won the admiration and respect of the onlooker. Such living arguments are powerful aids to the growth of community sentiment in favor of the kindergarten movement.

The coöperation between public school teachers and kindergartners is of the greatest importance, as the kindergarten is more than a sub-primary method. It is the right beginning of all the after education. A few years ago, when the kindergarten was first introduced into several communities, some teachers feared that it might supersede their own primary work. But experience proves that the preliminary training of the kindergarten removes many obstacles which have hitherto stood in the way of good primary teaching, and that instead of beginning school with over-shy, helpless, unawakened children, the primary teacher has bright, willing, ready pupils. Three years ago I asked a primary teacher to write down the points in results of kindergarten training. She wrote as follows:

1. The training "evens up" the child's powers, both of body and mind.
2. The children are active, full of life.
3. They desire to work. They seem hungry for something to do and something to think about.
4. They are attentive. They can be cultivated to make this power very strong, as we have proven this in our school.
5. They possess a knowledge of the things about them, which they gain by their own exertions.
6. They have a decided knowledge of number.
7. They have a knowledge of nature and ability to study it, to investigate—of course within their own scope.
8. They have the ability to express freely anything they know; this is a decided help in language work.
9. They love and respect the rights of their associates; this makes all matters of government simple.
10. In general, the kindergarten work evens up, makes

the rough places smooth, and the children thus prepared are ready for any ordinary, sensible primary work.

When such testimony as the above is noised abroad in a community, it helps on the kindergarten movement.

The indirect arguments which the children force upon the parents are equally convincing. If the little ones go home day after day, happy and interested; if they wake in the morning glad to return to the kindergarten, and if they urge the parents to come, too, the latter are convinced that there is "something" in it all. If in addition to all this the children display new traits of character, fresh interest, gain vital knowledge, this must all be credited to the influence of the kindergarten, and a visit some day to see for themselves completes the victory. The argument "come and see" is always effective. We have had many visitors in our city kindergartens each year. These visitors we count as avenues through which the good news may go out to others. It is to the good words and good will of such as these, coupled with the approval of parents and teachers, that the kindergarten must look for its substantial hold in the community. It is slowly growing into the hearts and minds of the children and the communities. Slowly it will grow to occupy a place in the schools and will then be counted "the enchanted doorway of the temple of learning.—*Rose Morrison, Des Moines, Ia.*

HOW TO SECURE NATURE-STUDY MATERIALS.

The Chicago Kindergarten Club is making an organized effort to establish a line of communication between city and country schools, in order that the former may secure sufficient and appropriate materials for nature study. It is hoped that teachers and pupils of country schools may thus dispose of their accumulated materials, and at the same time have an incentive to and purpose in the collecting of seasonable specimens, and also have a basis for selecting those of specific value. At a recent meeting of the club a most profitable discussion of the ways and means for furthering this work was entered upon. Many practical recommendations were made, and many suggestions from the actual experiences of kindergartners who were more or less hampered in the matter of suitable supplies. A plea was made for live animals and plants to be cared for by the children in the school. Pots of soil and jars of water and pebbles

and water were proposed as a simple means of earth study. The sand box and its burrowings, the pail of quick lime which might be slaked in the presence of the children, were heartily approved. Where to secure such materials as silk-worms, cocoons, leather, microscopes, etc., was also discussed. Professor Scott was quoted as saying that there was enough material in any city back yard for scientific nature study, if teachers only had eyes to see. One kindergartner said that she spends her summer vacation regularly in collecting materials for the winter's work, storing up what she did not need at once to be brought out when the right occasion came. Nature is lavish in her supplies and no schoolroom need be stinted for want of those things which abound just beyond the city border. It was urged that children are only too fond of making collections. They should never be encouraged in gathering up what they cannot use or enjoy. It is the spirit of the outdoor world which we wish to bring indoors. Small bits of nature do not always stir this feeling. An experience with nature, not only a knowledge of facts, should be the objective point of nature study. A certain model city kindergarten room was described, in one corner of which a huge, overhanging oak bough was placed, the branches of which reached far out into the room, giving the children a feeling of the shelter and delight of actually sitting under a tree. Edward G. Howe's new volume of "Systematic Science Teaching" was heartily recommended to teachers as a guide in this work. What may city children in turn furnish to country schools? They might make the boxes and paper packages for the seeds and grains gathered in the country. They might gather the chips of granite, marble and other building stones which are not accessible in the country. The children on the lake shore might make collections of choice pebbles and shells to exchange for the treasures of the farm. The president of the club made the practical proposition, that the club organize work committees for the purpose of soliciting, transporting, and distributing the materials from the country. By regular motion it was determined to appoint these committees of investigation, of supplies, and of distribution. The kindergarten club, through these committees, can do a good work for the schools, the teachers, and the children of Chicago, which cannot be overestimated. The need and the beauty of nature study have been preached for several years. This action of the kindergarten club is one of the means of making the preaching practical.

NUMBER LESSON TAUGHT BY MOTHER NATURE.

Apple Blossom.

Lady Apple Blossom,
 Just arrived in town,
 Wears a light green bonnet
 And a snowy gown.
 The pretty dress is—
 What do you think?
 Five white petals
 Just touched with pink.

Wild Rose.

Come, little bee, to the wild-rose cup;
 Bring her some pollen and then you shall sup.
 Come where the five pink petals hold
 A world of sweets in a heart of gold.

Clovers.

Darling little clover,
 With your leaflets three,
 You must stand for father,
 For mother, and for me.

You are clover three-leaves;
 Now I'll pick another,
 Here's an extra leaflet!
 That's my baby brother.

Anyone who finds you
 Wins good luck, they say;
 Baby is the best luck
 That ever came my way.

—
--Kate L. Brown.

SHALL THE SIX COLORS OF THE FIRST GIFT BE PRESENT AT
 THE SAME TIME?

The First Gift consists of six worsted balls bearing the six standard colors of the rainbow—red, yellow, blue, green, orange, and purple. When the child beholds this gift, his first impression is that of color. He then looks nearer, and exercises his powers of observation. Unconscious sensations come to the child through light, motion, and color. Motion or movement attracts him first. When he receives an impression through sound, perception follows. First comes impression; second, perception; third, observation;

fourth, classification. Impressions should be few and deep; therefore I am of the opinion that all the colors of this gift should not be presented to the child at once. There is a very great contrast between the luminous and somber side of the rainbow. The luminous side is that composed of the red, orange, and yellow, while the somber is the flow of green, blue, and violet.—*Clara Bates Rogers, Boston.*

[We should be glad to have this subject discussed through the pages of the KINDERGARTEN MAGAZINE.—ED.]

OUR SOFT-BALL TALKS.

First I am a little ball, (1)
 Then a little kitten; (2)
 I have a coat upon my back (3)
 Just like your nice warm mitten.

I can be a woolly dog,
 And leap so soft and easy; (4)
 Or I can whirl round and round,
 Play wind so strong and breezy. (5)

I can be a little bird, (6)
 And hop and flutter gayly; (7)
 Or be a little baby sweet, (8)
 You rock and sing to daily. (9)

I can be a large round stone
 Asleep beside the brook; (10)
 Or a pretty apple red, (11)
 Which mamma loves to cook.

Many things which I *might* be,
 While I am just *a ball*,
 And you need only name and *think*,
 For I can be them *all*.

NOTE.

- (1) Hold ball up.
- (2) Draw along the table.
- (3) Smooth it with fingers.
- (4) Bounds softly on the table.
- (5) Twirl round.
- (6) Make nest with bird in.
- (7) Move about as a bird.
- (8) Make cradle with hands
- (9) And swing gently.
- (10) Put asleep on table.
- (11) Hold red balls up.

—A. J. Fellows.

REFLECTIONS ON THE SECOND GIFT OF THE KINDERGARTEN.

In the far-away isle of Samoa, amid an alien and uncivilized people, Robert Louis Stevenson, with his broad knowledge of human nature, said, "Make a people happy and they will be good." As being good, or in the words of Jerome K. Jerome, "thinking high thoughts, achieving great deeds, living good lives," is the ultimatum of life, so the attainment of that end is the chief object of educators.*

Happiness is never found in idleness. It is when the threefold nature of man is on the *qui vive* that the most satisfactory pleasure is realized. The child unconsciously verifies this statement. The task of constantly meeting the gradually increasing activities of the growing mind is no sinecure. True helpfulness to supply this need is found in the Second Gift, containing, as it does, the preceding one, and adding those life forms which the awakened mind demands.

The little one finds a new contrast between the wooden sphere and his own head; thus early the properties of objects are made prominent. In the cylindriform of his little fingers, chubby arms and limbs, he finds a connection of contrasts. Manifold are the comparisons suggested by the new forms which have dawned on the mental horizon. Pebbles and marbles in their roundness, tumblers and trees in their cylindricity, boxes and houses, as they approach the cubic form, are all old familiar friends with new faces and new names. The multiple forms of life and knowledge which may be created from the cube and cylinder are more contrasts to be classified.

There is one hard—yes, unkind—part to the Second Gift. Thus far in the kindergarten work all has been suggestive of soft, graceful curves; nothing has been hard or harsh. But the unpleasant task is allotted the instructor of presenting to the gentle, yielding child the stern inventions of man. The heavenly artist has beautified earth with cylinders, but they terminate in graceful curves, cubic formations, but their outlines are not severe. The earthly artisan imitates these forms, but note what a difference; jarring edges and rude, pointed corners are the result.

Childhood in its entirety may be likened to the graceful form of the sphere; boyhood to the cylinder, with some curves and some rough edges; and manhood to the stern

*The "ultimatum" of human life is to know and to love God. If anyone doubts this as being kindergarten doctrine, let her read the "Friedrich Froebel Yearbook."
—A. N. K.

cube which may contain curves, but they are hidden under the edges of business worries and the corners of worldly wisdom. It is the teacher's difficult but ennobling duty to so guide the sphere and cylinder that the cube may contain their softening influence, and thus more nearly approach the model of the heavenly Artist than that of the earthly artisan.—*Carrie Louise Burnham, Cincinnati.*

A SONG CALENDAR FOR THE YEAR.

(Reprinted by request.)

(Air, "Happy New Year," in "Songs and Games for Little Ones.")

When the New Year comes with a merry "Ho, ho!"
All the twelve months range themselves in a row,
Ready to help the New Year along.
Let us name them all in a merry song.

January comes first with his ice and snow;
Coasting and skating he brings, you know.
Cheeks he makes rosy; eyes he makes bright;
Then gives us sweet sleep through the long, cold night.

February comes next, with his valentines gay;
He also brings us Washington's birthday;
He's a dear little fellow, but not very tall,
For he is the shortest month of them all.

Now with the North Wind comes March so wild,
Tossing the curls on the head of each child;
Crocus and daffodil come with him, too,
And he brings back the bird with feathers so blue.

April comes next, with her soft, warm showers;
Out of the ground come the beautiful flowers.
And this month brings us Froebel's birthday;
He thought of this "garten" in which we play."

May comes now, with a sunny smile;
We have waited for her a long, long while.
This is the month when for deeds so brave,
We lay sweet flowers on the soldier's grave.

June with her roses comes tripping along;
The woods are filled with the birds' sweet song.
This is the month with the longest day,
But it's none too long for the children's play.

July comes, bringing a very hot sun;
School is over, vacation's begun;
And now comes the great Independence day,
With banners and flags all waving so gay.

The August sun is now high in the sky,
Ripening the fields of wheat and rye;
Helping the apples and grapes to grow fast,—
For summer days will soon be past.

September comes with a merry din;
Vacation is over, and school must begin;
Summer is gone, the autumn is here,
And the children greet him with hearty cheer.

October comes with a chilly breeze,
Painting the leaves on the beautiful trees;
October leaves are the autumn's crown,
Made of red and yellow and golden brown.

Hurrah for November! we all will say,
For he brings the happy Thanksgiving day;
Now we give thanks to the Father above
For the harvest blessings that come from His love.

And now comes the happiest month of the year—
December, that brings us the Christmas cheer;
The day when the Christ Child came from above,
The Christ Child whom the children all love.

PARENTS' DEPARTMENT.

OUR NURSERIES.

At our recent gathering at Cheltenham, we had no paper or discussion on the subject of nursery work or the training of young children. One cannot regret this, because our time was more than occupied, and no subject was brought before us that we could have afforded to dispense with. If the eight hundred and more members of our guild were to confer together on all the interests and problems of their lives, their meetings would have to be as prolonged as the Parliamentary session of 1893. But the fact remains that we may occasionally have ideas on children to exchange, and may do so advantageously, either in our reports to the general secretary, by communications to the magazine, or by word of mouth at our gatherings. There are three points on which I should like to say something, but not in any way as qualified to give advice. Indeed, I am sometimes disposed to think that the one feeling of which one is quite certain in dealing with young children is bewilderment, and that advice that is the suggestions of any definite rules for dealing with them is the last thing that many of us would feel justified in supplying.

Indeed, I wish to speak first against taking advice, or perhaps I should say against being disturbed by unqualified suggestion.

The quite inexperienced mother must of course have advice from the very beginning, and she may often be utterly confounded by all that is offered to her. The advice which is really of value to her may come from people of either sex, of any class, or any relation to herself or her child, but it must be advice which takes into account her circumstances, her health and that of the child, the physique and temperament of the child, etc. It must not be simply founded on the experience of the adviser with regard to his or her children, placed in perhaps quite different circumstances, or living in a different climate, or of totally different constitution. Still less must it be founded on the wise sayings and doings of a third person. We all know the lady who, relative to any nursery problem, quotes "my nurse," or "my sister's little boy," as if any two nurseries or their inmates could be the same.

There are certain fixed rules for dealing with young children both physically and morally, such as daily baths, milk diet, and warm clothing; the necessity of insisting on obedience, etc.; but these inclusive rules allow not only of the exception which proves them, but of infinite variety in the way in which they may be carried out.

Imagine a young and anxious mother, not content to leave her children to a servant, yet trusting little to her own judgment, and determined to lose no opportunity of profiting by the superior wisdom of her friends. She has decided —perhaps that is not the word to use for one of her vacillating disposition—she has been led to adopt tepid morning baths for her little child at its present age. Mrs. A. disquiets her by the assertion that her baby always has its bath at night. Her husband's aunt now further confuses her by feeling the temperature of the water, and remarking with a shiver that "She never let any of hers go into such cold water under two years old!"

The next day she reads in some of the many "Hints to Mothers" that a child cannot be too soon trained to the use of cold water, and, while still hesitating between morning and night baths, is told by a competent authority that no child can be clean who is not washed all over twice a day. There really is nothing for it but the unpleasant duty of making up her own mind. By the time Number Two's baths become a question, she has perhaps acquired a certain power of acting for herself, but now comes the question of Number One's moral training, and her friends and relatives rally round her with advice. No wonder if she listens anxiously to them all, for the difficulty of dealing with the awakening moral sense is enough to confound and humiliate even a person of strong sense and character. All the same it is no good listening to general advice, unless it be to that of the exceptionally wise. Again I say we must have advice that has regard to the individual child. But what is the sort of help too often given? Mrs. B. is quite clear as to how the anxious mother is to deal with her child. "Dora's nurse says," she remarks, as if that were final, "that you should never let a child cry; it is better to humor it than to upset its temper." Before adopting this theory it might be well to consider, "Who is Dora?" Is she a person likely to choose her nurse well? "What is the age of the woman?" Is she conscientious, or likely to have a theory which would make her work easier? Are the children in her charge excitable? Perhaps the child of the

anxious mother is phlegmatic. Certainly its mother should not alter her system to make it coincide with that of "Dora's nurse" without more particulars.

Regularity, consistency, and firmness, I suppose we all find most necessary in dealing with young children; but even allowing for this, it is a singular fact that people who are much given to quoting their own nurses and nurseries, have a habit of putting in some emphatic word, such as "always," "never," "on no consideration." "My nurse never leaves the nursery for one minute after baby has gone to sleep." "I never let any of my children sit up after their usual time on any consideration." "I don't know what it is to have anything but perfect obedience from my children." These counsels of perfection are depressing to the anxious mother who has found Number Two left alone for three minutes at a time, and actually observed Number One hesitate before doing what he was told.

Even those of some real experience are apt to speak too confidently and generally, as, for instance, in the matter of advising a plan of education. An authority the other day told an inquirer that there was no early teaching equal to that of the mother; her patience would secure the best grounding possible; boys need have nothing more before going to school. The wife of this authority was a quite exceptional woman, placed in circumstances favorable for the work. True as his idea is in principle, it cannot apply to every individual case. The fact of being a mother does not always, though it does very often, teach a woman patience, and it is often impossible for a mother to get as much time free from interruption as is needed to teach her children. One is disposed to think that it might be found much oftener than it is, and that to get a stranger to teach your children, and spend your own time making their clothes, is reversing the natural order of things. Still, many people can use their hands, and do by speech, or mere presence or thought, a great deal besides, which they could not do while they were teaching, and I end this subject as I began, by saying that no one can judge for the individual case without personal knowledge. And the same thing urged with regard to advice from our friends applies to that which we get on the same subject from books. I should be sorry to decry in any way such useful reading as is supplied by some of the books and periodicals written for parents. They serve to keep up one's standard, to keep always before the eyes of parents their great responsibility,

and they make many practical suggestions, but the advice they give in detail can only be general. There is the fear that too much of this sort of thing may make the anxious mother over-anxious. I have seen such a one throw down one of these publications with the exclamation that it made her too miserable!

The fact remains that in the application of principle, as in the detail of *régime*, the parents, or those who stand in their place, must act for themselves, and not be shaken by every wind of doctrine, however far from vain it may be in itself. Mistakes are not as fatal to a child's development as artificiality, and to set against the terrible sense of responsibility that overwhelms them at times,—when they hear of the most carefully trained children not turning out well,—parents have a most cheering fact. Some of the best features discoverable in the characters of their children seem to be utterly unconnected with anything they have done or left undone.

The second point of which I wish to speak is the habit of labeling children.

Mr. Howells, in "A Foregone Conclusion," makes one of his characters say, "For my part, if I try to characterize my friends, I fail to do them perfect justice of course, and yet the imperfect result remains representative of them in my mind. It limits and fixes them, and I can't get them back into the undefined and the ideal where they really belong." Anyone who attempts to definitely characterize his children early, will certainly "fail to do them perfect justice," besides preparing for himself a whole series of surprises and disappointments.

It is tempting to the orderly mind to arrange and define. "A is the clever one." "Poor B will never set the Thames on fire." Or again, with regard to moral qualities, "I can always trust C implicitly, he is so absolutely truthful." This very question of whether a child is or is not perfectly truthful is very difficult to decide, for there is often a stage in the lives of quite young children when no reliance can be placed on what they say. This may be merely due to the delight of first finding that they can express themselves in speech; it may be due to the pleasure they take in romancing, or it may be caused by natural timidity, and in any case it may, or it may not, be merely a passing phase.

Again and again, in our anxiety to look into his future, we attempt some generalization of qualities in a child. No doubt such an attempt must be made some day, but it is no

good anticipating. "How glib and artificial N is in the things he says," sighs the anxious mother, to whom N, aged six, has just been giving his opinion that "Granny's garden is a perfect paradise." A very little later she is half relieved and half shocked to hear N ejaculate to his younger brother, with an excellent imitation of the tone and manner of one of his humbler neighbors, "Drot yer!"

"My eldest little girl has such a feeling for poetry," says another mother. "Since I married I have never until now found anyone who cared to read poetry with me, but Eva listens entranced."

Eva enters, and being asked by her mother whether she shall read to her, replies eagerly, "Oh, yes, mother, but a *real* book; not one of those horrid ones that's all in rhyme, you know!"

It is a great thing, doubtless, to keep the mind open to conviction on points of character and brain power. To do this would prevent the bitter disappointments that too often follow on sending a child to school, and learning the more impartial teacher's opinion of his powers.

Character—or the form in which character shows itself—is often altered to an immense extent by the improvement or deterioration of health, and that is only one of the conditions which serve to falsify our definitions.

And thirdly, I want to say a word about the people to whom we confide the care of our children before the days of regular lessons.

No two households are alike, and in many, no doubt, "lady nurses" would not answer, but that the experiment is worth trying in a great many there can surely be little doubt.

I am told that ladies can be found who will take charge of quite young babies, and feel sure it must be for the benefit of the babies when they do so. That they may be found to take charge of them when they are old enough to run about is well known. And what sort of lady, we may ask, is suitable and obtainable for this task? Probably few really intellectual women would be good for the work, even if they would undertake it; probably their nerves would be too fine-strung for the constant strain of children's noise. No doubt there are a few exceptions, a few women of great powers, to whom children—their own, or other people's—never come amiss; but speaking generally, you want someone educated, but not in any way brilliant, with a mind that does not weary of trifles. Such a one will not object to

master the fidgety details of a young child's wardrobe, or fail to answer good-temperedly the hundred and one questions he is forever asking.

It is said that the people who offer themselves for this work are mostly only nominally ladies. It may be that this is true of those most easily to be found, though there is no doubt others are to be had; but I would say with regard to such questions as refinement and general culture, surely half a loaf is better than no bread. It cannot be for those who leave their children to ignorant servant girls to condemn any compromise of the kind.

But I repeat once more, no general suggestion is of any use to the individual, and the parents who have health and spirits sufficient to enable them to be a great deal with their children, may get on for some years with a sensible servant nurse. If they try the other plan they must be ready to make some return for very arduous services. It may be by large salary, or, as it must be in small households, by having a good deal of the society of the lady nurse. A certain amount of sacrifice on their part must be demanded, but children are and should be a constant demand on their parents' capacity for personal sacrifice. That is nothing new.

But whatever arrangement is made, we must guard against that tendency, which we have already noticed in our advisers, to think our own the very best possible. Constant change in methods, even in hours, is very bad for children; but we must bear in mind that on the other hand they grow so quickly, develop so quickly, change so quickly, that the arrangements which were quite satisfactory at one time may be far from sufficing a year later. In a quiet household of grown people the routine of domestic life may go on from year to year with but little change, but this cannot be possible when children's hours of sleep and lessons have to be considered. Some unimaginative people fail to notice that their children are growing up. It seems as great a necessity for parents to be elastic as it is for them to have sufficient purpose of their own not to change with every suggestion. To return to the point, the time comes when the best nurse fails to be all that the children want, and most usually when the best governess must be replaced by school. So that not only may our arrangements be faulty in themselves, but they are by the nature of things constantly liable to become archaic.—*London Parents' Review*.

LIFE OF A MOTHER WITH HER CHILDREN.

"Come, let us live with our children," says Froebel, and every true mother acts upon this doctrine spontaneously. What time is so happy as the period when the home is filled with the glee of children and the mother plays and works with the little ones from morning to night! Bright and early they awake and call from crib and cot to mamma, who is so glad to answer their sweet greetings. What fun and romping on the bed and about the room! What devotion in the morning sacrifice of song and prayer, and then the bath and the robing of the pretty forms, when the mother wonders anew each day at the miracle of growth and beauty! Then go the little ones to breakfast with papa and mamma, and grandmamma; even baby sits in the high chair with her balls or her smooth ivory ring and rattle; the pretty birth gift cups are filled with milk; the little squares of bread are spread and distributed or the mealy potato is prepared; the knife and fork, the spoons with their dents of little teeth, the bibs and the little trays, all speak of love and joyous associations, for each child is a center of affection in the true family. Oh happy group around the table! Three generations bound together as one and taking the sacrament of daily bread together, near to each other and to God.

Now it is time for papa to go, and dancing about him the children beg his good-by kiss, and bring his gloves, his hat, his cane, following him to the door with loving eyes and waving hands, baby in mamma's arms throwing her good-by kiss. His paternal heart is filled with thanksgiving and he goes out strong to do his work for them all in God's name. Now the little flock is to be arrayed for school, each one clean, warm, and well equipped under mamma's faithful eye and hand; then what a merry scattering, to and fro, hopping about dear mamma, loath to see the last of her until their return; or perhaps the little group remain at home, the older ones to help mamma clear the table, or wash and wipe the glass and silver, the cups and plates they have used, and put them carefully on the clean shelves. Then they dust the chairs for mamma, while baby plays with her balls, or brother builds a house for her in the nursery. Then they all gather in the nursery while mamma gets the pretty pictures or the little peg-boards, and they amuse baby or do some of the work with mamma, for very little hands can lay the clothes upon little beds and toss up the pillows for the cradle; or they go out together to see

the chickens, to play with the dog, or to work in their garden or pick a pretty posy for the table. Then baby comes in with little brother for their morning naps. Their clothes loosened or replaced by loose ones, they lie down and rest in the quiet room, their sleepy eyes close, and mamma leaves them to give lessons to the older children, to teach them what they are ready to learn, and study with them from nature or from literature what their minds are strong enough to grasp; or perhaps they sew with mamma, or draw, or paint, or all make something together for use or beauty.

So the time goes swiftly until they are gathered at the noon meal, and then how much they have to tell and enjoy together. Advice and sympathy from the parents, obedience and response from the children make a good and joyous occasion for mutual pleasure and improvement. In the afternoon the children play together or go out with nurse or grandma, for mamma must have an hour or two by herself for rest and change, and to hold herself in reserve for the constant drain upon her resources; but then when the right time comes she is with them all again, refreshed and cheery, ready to sing or read with them, to hear their little rehearsals of joy or grief, to answer their questions and examine their work; then to put baby to bed and teach him to pray to his Heavenly Father and commit himself to his care for the night, and with her own earnest prayer for him and for all, she leaves him peacefully resting while she goes back to arrange the little family for the coming home of papa, and the quiet supper which they all enjoy in sympathy and thankfulness, after which they have a romp and a game, or recite to papa something of what they have learned, eager for his praise, until they bid him good-night, and hand in hand go with mamma to prepare for bed, to kneel and say the evening prayer and then sink softly to sleep.

What more beautiful life can one have on earth than this, and after years of varied experience I recognize, in memory, such scenes as the happiest and truest of a lifetime.—*Louisa Parsons Hopkins.*

CANDLES AND HOLLY.

It was a long time ago that I was a little girl, but it does not seem so very long, for I was such an old little girl and I feel such a young old lady now, that the two seem quite near together.

I want to tell you a bit of one of the old-time Christ-

mases. There were such a lot of us children in the old home, almost a kindergartenful, and we had such good times!

My brother Ezra and I were very near of an age, and constantly together in all we did and all we thought. We must have been a quaint little couple. We made playmates of all sorts. First came our live animal friends: Todd, our great, noble dog; Stanly, our horse; Spink, our dignified black cat; our canaries, and our Guinea-pigs. We loved them all.

Then there were the wild birds whom we watched and loved till we knew all their little family habits and happenings. How we did delight to waken by their song in the fresh, dewy morning, and rest by their sweet cooing in the quiet twilight! We also knew very well the bees, grasshoppers, locusts, and katydids, for we were very quick to see and interested to watch. In fact, we were trained to be so by our father, who opened our eyes to everything that came to us.

The best of all our playmates were the nixies, pixies, fairies, and elves all about us. We just thought them out of everything. Among our flowers we found them. There was a long hedgerow of bachelor-buttons, and every blue, pink, and white blossom was to us a little feathery-capped fellow, who nodded greetings and danced and played with us in the breezes. The dainty pink and white sweet-peas and blue morning-glories were fairies who lived in high towers to which they climbed by leafy ladders. The holly-hocks and balsams were prim, dressy little bodies who never had any lively fun. The darling little violets were our sweet, blue-eyed babies, needing and receiving special tenderness. Thus all the garden was alive to us. As we watched the sweet blossoms change to seed pods, we learned to know how to treat them; we knew that the violet plants needed to rest all winter under a warm covering; that the morning-glories and bachelor-buttons jumped down and made little ground nests for themselves to sleep in and to sprout from, while other seeds needed to be gathered in little bottles or boxes to be kept in a dark place till planting time came again.

We tried to do all we could for each kind. We covered our violets with the leaves from the other plants and trees, and told them to take good care of our babies till they opened their sleepy eyes in the spring sun. As the days grew a little shorter and colder we had to move into the

house ourselves, and we missed our garden comrades very much till we thought out others to take their places. We had a splendid big back play room over the kitchen, where we could have all our treasures. I can have no better wish for any children than that they might have such a room where they are allowed to cut and saw, and paste, paint, and pound, and have all sorts of collections. Such a room, where the children's things and plays and noise are not in the way of the older people, and where the older people's things and plans and nerves are not in the way of the children, is as important, if not as necessary, as a kitchen in a home.

The brightest spot in this sunny room of ours was where a low, old rocking-chair stood by the window, where mother would sit with her sewing, mending, or embroidery. She had no sewing machine, or any kind of a machine, to worry her mind or take up her time, and she did such beautiful work. Did you ever notice that fine old "bertha" I wear when I go out to dinners? Well, my mother made it all.

But I must tell you of the happiest day of all the happy days of the year, the children's day—Christmas. The day with all its traditions was hallowed; not in just the way you know it nowadays. Though we lived in a large town, we never saw such shops as you children see. Christmas did not mean rafts of presents, but it meant jolly, hearty good times.

We used to go out in the woods beforehand with Miles, our man, and haul in a fine big log to make our yule fire in the great, wide-mouthing fireplace, and we brought boughs and branches of Christmas greens. We trimmed the high mantels, the windows, doorways, and even wound the stairway with the garlands; and everywhere we placed candles, for we were taught that as Christ was the light of the world, so Christmas, his birthday, was the feast of light, and we must make it in every sense the brightest day of the year.

Our play room was a bower, and when the candles were all lighted—how I wish I could let you children look with your dear, sweet, bright eyes right into the picture of my memory, and see the picture of the dear old home as it looked in its Christmas dress, candles and holly, candles and holly everywhere; a glory of light, a wealth of green.

If you could only just catch a whiff of the good smells that floated in from the busy kitchen and the festive dining-room!

Everything, everybody was all ready for the Christmas party. All the uncles, aunts, and cousins were coming. Many would come so far that they would stay all night and hang their stockings with ours in full faith of Santa Claus, who brought a few goodies, and, if we had proved ourselves very deserving, a much-desired present.

Suddenly outside there sounded the sweetest music—child voices, high and clear, singing a Christmas carol. We could not catch the words, but we ran to the window, half believing it was Santa Claus himself. But no; it was some little German children who were singing carols for Christmas cheer. Of course they were invited in, and we gave them a good dinner. We asked them to sing again and again the sweet German carol; then we taught them our English carol, in which we all sang lustily together. When they left, mother gave them a basket as big as they could carry, filled with substantials and goodies, that they might not be hungry on the great day.

I do not dare to begin to tell you this time of all the joys of the day and night. Perhaps another time I will try to do so. The candles and holly were left up for a long time, and were ever a source of the greatest delight to us children, for we were pretty sure that Santa Claus invited all the sprites of summer and winter, of garden and house, to the Christmas party, and of course they still lingered in the greens and danced about the candles. How we did love to live over the Christmas revels with all the tiny host we thought were with us. Many times we would light the candles before bedtime, and, joining hands, dance about, singing the dear old English carol:

With holly and ivy and laurel so gay
We deck up our houses as fresh as the day;
With yule logs and candles we make our home bright,
Wishing joy may be with you on Christmas night.

—Hal Owen.

TWO BEAUTIFUL GIFTS.

We are ever hearing the oft-repeated story of the good fairy who comes to the baby's cradle and bestows on him excellent gifts, such as riches, fame, beauty, length of days, honorable renown, and high position. But we have never yet heard of the good fairy's bestowal of two humble presents that, plain-featured and unassuming as they are, out-

weigh, in the amount of happiness they bring, the stereotyped largesses of the old lady of the nursery book.

But in this instance the tender and thoughtful mother must play the fairy part, and not by magic, but by her own powers of charming and wooing and bending the child's mind toward the deepest sources of enjoyment. These gifts have no supernatural elements. They are plain, everyday stuff, and enter into the warp and woof of plain people's lives. They are simply the love of nature and the love of good books, faculties that open the sculptured doors of sense on God's richest domains of thought and feeling; for these loves are allied to the highest manifestation of all love. Because the mothers of our time are too often remiss in their duties as good fairies at the hearthstone, as gentle guides and instructors of their children's eyes and thoughts and budding tastes, the age of sensationalism is upon us. Young men and women find small satisfaction save in high-spiced excitements, in novelties that soon pall, or in lower and baser forms of so-called pleasure. The ruin of countless girls and boys is due to the absence of ennobling tastes. The first steps in evil are mainly negative. It is letting alone that fills our prisons and reformatories more than positive instruction in vice. When the ground is not well planted, as we know, the destroyer comes in, and withers the few good shoots. Besides giving the youth a business, you must give him also means of spending well his leisure. The work hours are often well provided for, while the leisure hours are left to themselves. The evil principle is active on Sundays and holidays. The church can make little impression if it has no hold on the spare time of the young; hence clubs and classes and diversions, all innocent and good in their way, that now form so large an annex to church life.

But it is not enough to pick a boy out of the slum and clean him; you must give him a taste for cleanliness, a power of self-help. These are but makeshift tethers by which the young are kept from positive vice in the formative period. But they can never take the place of permanent tastes that last through life, and enrich it unspeakably, and are self-formed or come through the wise and loving instruction of parents. The mother, the father, cannot at too early an age take the little one by the hand and lead him out into the great visible kingdom that is his as much as it belongs to anyone, to teach him to observe; to use his eyes; to note the varied forms of clouds, the varied hues

and shapes of trees; to study leaves, grasses, and mosses; to know the story of the rocks; to feel the beauty of the smallest as of the largest things, and kinship with the lower animal world.

The text-books used in our schools say little of this higher science, that instructs in beauty and opens the child's eyes through love. Anointed eyes are what the child needs. There is something worse than color blindness, it is beauty blindness. To be dull and unapprehensive of the shine and sheen of the world is to be deprived of the keenest satisfaction, the most unalloyed happiness.—*Augusta Larned in Christian Register.*

THE FISH FAMILY

I saw five little fishes
Swimming in the sea,
And I said, I really wonder,
Who these fishes all can be!

Why, the big one is the papa;
Then the mamma comes, you see;
There's the brother and the sister,
And the last, the baby wee.

Now hold up five small fingers;
They are fishes, we will play;
No matter how they swim about,
Together they will stay.

So the family of fishes
Together like to be,
Close to papa and to mamma,
As they swim about the sea.

—*M. S. H. Putnam.*

WHAT is the true statement as to child nature? In view of the religious education of our children, what is the assumption with which we start—that they are children of wrath, or sons and daughters of God? The answer to this question affects our whole conception of the true character of the education of children.—*Dean Stubbs.*

FIELD NOTES.

THE Cook County Teachers' Association deserves the greatest commendation for the character of its monthly meetings. The most progressive and aggressive educationists of the country are summoned to take part in the program. The November meeting was addressed by Richard Moulton on the following suggestive subject: "Some of the Hindrances to Literary Study." The December meeting was given over to the consideration of the kindergarten in its relations to the public school. Mr. James L. Hughes, of Toronto, was given the platform, and greeted with cordial applause. Coming from a city which boasts of thirty-seven public kindergartens, and standing as the public guardian of these departments, Mr. Hughes was able to speak with authority. He explained the manner of conducting these kindergartens, and the public commendation of the results of this work. It is as much a matter of course to have a kindergarten as a primary department. The principal of each school is as much the head of the kindergarten as of the intermediate grades. The principals are wise enough to inform themselves of the workings of the kindergarten, and wherein they are ignorant they do not presume to interfere or modify. It is amazing how many people think they know all about the kindergarten. For instance, we find in the board schools of England so-called kindergartens, which are a mixture of primary and kindergarten methods, but are not truly Froebelian. There is no educator of standing in the whole world today who takes an opposite view to this—that the kindergarten is the best method of teaching children. The London school report recently stated that this work had revolutionized the disciplinary methods of the entire schools. Mr. Hughes brought forward strong arguments, backing them with humorous illustrations and personal reminiscences in such a way as to hold his audience of public school men and women to the keenest attention. His vigorous convictions, poetic expression, and eloquent idealism only enhanced the irresistible subject of his discourse. He related how a certain gradgrind teacher of the old type had said with "crunching emphasis," "Give me the child when he begins to walk, and I'll promise to destroy his wonder-power." He made a plea for the wonder-power native to childhood. The power to discover problems is greater than the power to solve them. Let the child walk out into the world of nature and solve his own problems. The school need not hunt up the problems for him. Let him feel how nature loves humanity. Froebel's great words are unity and self-activity. Unity is the purpose of our being. Self-activity is the process of our being. The advantages of the kindergarten are not all confined to the children. The teacher, the parent, the citizen, may draw from the words and work of Froebel's inspiration, soul growth and deep thought. The teachers in the city schools of Toronto say they are glad to have the kindergarten children come to them, for they are *alive*. Some teachers in the early day were heard to grumble because the children coming from the kindergarten were so alive they could not be kept in order. In that early day we used to say children were thinking when they were so afraid to look around the room that they congealed into rigidity. Something to do is the natural claim of the growing child. The old attitude maintained by teachers to children, namely, that of totally depraved creatures, has

been altered through the work of Froebel. His profound statements concerning the spiritual nature of the child have dispelled this horror of unbelief, have changed the habits of theology quite as much as of education. "All but vice grows in the sunshine." Joyous discipline, a homelike atmosphere in the schoolroom, appreciation of the influences of beauty and of the child's work,—all these things have followed in the wake of Froebel's teachings. The work of parent and educator is not to stop the child from going wrong, but to make the right more attractive. The helpful spirit and the play spirit are ruling elements in child nature. The institutional world is fast coming to value the influence of play. The German government has ordered play places for public games, in order to build up the physique of the nation. A treatise of three hundred pages has recently been issued in Paris on the moral effects of play. Another direct result of Froebel's teachings is the doing away with object lessons for the sake of training the powers of observation, and substituting in the place of these, operations with things. Today we do not give ready-made tables in mathematics, but make the tables with the children. Constructive work is the method of the kindergarten. One of the most blessed thoughts in the entire work of the kindergarten is that of helping children realize their relationships. One grade of children may work for the other, may join with the other on holiday occasions, and the spirit of coöperation thus be fostered. There is not an atom of selfishness in the whole Froebellian system. We must work together for a closer fellowship between home and school. Parents and teachers need each other. There should be no great chasm between the two homes of the child, for the school is where he lives as well as in the house of his parents. Mr. Hughes inspired his hearers with renewed conviction and power. At the close of the hour's discussion, most cordial expressions of approval and appreciation came from the audience.

THE following resolutions were adopted by the Cook County Teachers' Association, December 15, 1894: WHEREAS, we, the members of the Cook County Teachers' Association, recognize the great value of the kindergarten as a means of developing the best there is in children, both as a preparation for the school work which is to follow, and also as a preparation for child life and adult life, therefore be it *Resolved*, That we urge upon the Illinois General Assembly that a law be enacted during its next session, enabling school districts to establish kindergartens as an integral part of the public school system. *Resolved*, That we pledge our best efforts to secure the enactment of such a law. *Resolved*, That a committee of three be appointed by the chair to further the object mentioned in these resolutions. The committee appointed by the chair was as follows: O. T. Bright, Francis Parker, Alice H. Putnam.

Professor Batchellor and Children's Singing.—May I tell my fellow kindergartners, through the columns of the MAGAZINE, of a visit to Philadelphia for the purpose of studying the Tonic Sol-fa system of music, adapted to kindergarten purposes by Professor D. Batchellor? I am glad to tell of the five profitable weeks I spent in the city of "brotherly love," visiting among the kindergartners and observing the results of Professor Batchellor's work. The professor is licentiate of the Tonic Sol-fa College of London, and one of the pioneers in introducing this method to American teachers. He is one of those men whose work begins and ends in himself—is an organic part of himself. He is not to be known apart from his work. The teaching of music under any circumstances is a delightful occupation. But when pursued in the spirit

of childhood, after the kindergarten manner, it is both refreshing and inspiring. Professor Batchellor has taken a full course of kindergarten training and is therefore peculiarly qualified to present music in the right fashion to children, as well as to present it to teachers from the standpoint of the child. His love for children has led him to study them closely and sincerely. He has allowed them to lead and teach him, which is not always the case with older people. He urges the importance of natural physical development, and all the various measures used by him have, as a central purpose, the harmonizing of all the powers of the child. I must tell you about a regular lesson which I saw conducted by Professor Batchellor in the kindergarten of Mrs. Van Kirk. The children were seated in a circle when he arrived and at once took his place in their midst. Pleasant greetings were exchanged, and the children were invited "to let their organs play." They understood and soon all were humming a prolonged d—s—m, which certainly had the organ quality in the tone produced. This was repeated and followed by the clapping of hands, when a bugle call was sounded. All were ready for the hand exercise, the children reading the tones and joining in the signs with their hands. A song was chosen and all sang together "Come, Little Leaves." After the song all arose and joined in some exercise of limbs and body. The shoulders were raised and lowered, the body was poised and swayed back and forth; deep breathing accompanied the movements. Professor Batchellor honors the dramatic power in his work, and appeals to the dramatic instinct in children. As the children were still standing, a marching song was sung and the feet were quietly tapped in time. Again all were seated, and the sounds of the different animals were imitated, which was greatly enjoyed by all. They told the story of the three bears, and each tried to talk in the different pitches of voice. Most of these children had been in the kindergarten and responded easily, although it was the first lesson of the year. The following week I attended another lesson in which the First-gift colored balls were used. This was with the children of the Friends' school. After the morning greetings some one proposed the song, "Good morning to the sunshine fair." The colored balls were brought out and held up one by one, while the children sang the tones appropriate to the colors. The balls were all placed on the floor, and as they were tossed to the children, each sang the song of the bird which came flying to him. The other children listened to the songs and guessed which bird was singing. This ear training of the children receives much attention. Clapping and singing are interspersed as the exercises change. The kindergarten sticks were given out for a time drill, which was conducted in such a happy manner that everyone enjoyed the "play." It was noticeable that this playful spirit was carried by Mr. Batchellor into every grade. In the Friends' school this singing work is called vocal culture, and the pupils smile as they explain to visitors the distinction between the two terms. The study of the "Merchant of Venice" or "Julius Cæsar" comes quite legitimately under the head of vocal culture. It was a great pleasure to note the effect of the early training upon the older children, many of whom have been under Mr. Batchellor's instruction from the kindergarten to the high school. Another phase of this interesting work was illustrated to me, as I heard Professor Batchellor discuss the subject of "Children's Voices" before the Philadelphia branch of the International Kindergarten Union. I noted a few of his remarks, as follows: The principal human senses are those of seeing and hearing. The latter has been estimated as the more important. The training of the voice is the training of the ear. The tongue is a

great brain educator. The training of the child's ear is most important. It is easier to train the voice than the ear. We cannot train the voice without affecting the entire health of the child. We are warned that a soft answer turneth away wrath. The effect of the speaker's voice is even greater upon himself than upon others. When singing our best, we feel that the tones have come from above. I think kindergartners may take up this work of voice culture with intelligence and fervor. In many schools teachers feel that the music is the part of the work they cannot touch. This should not be. There is no influence more conducive to keeping life aright than that of music. There is something within us which never grows old. The voice helps us keep young. Far more may be accomplished with kindergarten children than with those older grown. Working with the children will make you expert. I am fond of children and play with them. When the babe croons, I want to find out how he croons. Such observations bring us back to mother nature. All work should be done in the play spirit. It is needless to say this to kindergartners. The chief point is not that the child is made happy by music. The chief end is that the child's whole being is to be stimulated and developed. As a silent witness to the varied and beautiful work with little children in the "friendly city," a renewed conviction came to me that we should indeed suffer little children to come unto us, and forbid them not.—*Emma A. Lord.*

THE St. Louis Society of Pedagogy is one of the most thoroughly organized associations of educational people in any of our large cities. It has a large membership, comprising representatives of many interests. In order to admit of thorough study, the society is divided into various sections as follows: section of Psychology; section of Ethics; section of History; section of Art, etc. The aim of the society is to educate its members along broad lines, and to exalt educational standards and ideals. At a recent meeting the section of pedagogy discussed "The Intuitive Stage." The following is a summary of the main points covered by the discussion: "There is nothing for the mind unless it be active and alert; without these attributes, impressions pass it as the idle wind, but the teacher can do much to encourage the self-activity of attention in the pupil. He can isolate the object under consideration, can make the transition easy to other objects, and can show up the subject in its manifold relations. He showed the importance of drawing as an instrumentality in training the perceptive faculty, holding, as an axiom, that we never learn how little we know of the details of an object until we undertake to draw it. But drawing, in this stage, should never strive to produce aesthetic finish, but rather characterization should be the end aimed at. When it is impracticable to have the object, then pictures must necessarily be substituted, and these should, from the nature of the case, be of the best. Pictures are inferior to the object in that they present a generalized ideal, and, in this respect, help the pupil too much, since his intellectual insight is half digested for him, and thus his self-activity is subordinated. Music, as another prime means of developing the perceptive powers, was next considered at length. Music appealed to the sense of hearing, the most intense inner sense. Rhythm, melody, and harmony were emotional premonitions of organization, of reflection, and thought, on higher planes. Children also should be encouraged to collect and classify natural objects as a discipline in logical training. The lecturer continued by enlarging upon voice culture as a prominent means for securing perceptive powers. He went quite characteristically into the subject of elocution, and made some very pertinent applications of his theory. He held that the "Golden Rule" of elocution, or voice

expression, was to say each word or phrase as if the other desired to define its significance by the way in which he said it. He concluded by stating that reading, grammar, and history were the most important studies in the curriculum, in that the former, being the embodiment of literature, was for heart culture *par excellence*, while grammar was the best study for the intellect, in that it expressed the laws of thought, and history was essentially the will study. The imaginative stage of consciousness was announced as the subject for consideration at the next meeting.

Froebel Union of Milwaukee.—A large and enthusiastic meeting was held on the afternoon of December 3, at Commissioners' Hall. A very interesting contribution to the occasion was a table of work generously offered by the city kindergartners. The immediate purpose of the display was its suggestiveness; the final destiny of the articles is some city orphanage. The articles were beautiful in themselves and as pledges of the spirit of helpfulness and good will of the union. After the usual preliminaries of opening and singing by the union, Mrs. Truesdell read a helpful paper on "Program Work," the leading thought of which was the correlation of all kindergarten work and play. As a condition of all effective and real child gardening, the writer emphasized the necessity of understanding child nature in general and in particular, and gave many pleasing and useful suggestions as to the carrying out in practice of the leading ideas of the paper. A recent article of Miss Hofer's on Programs was particularly commended to the thoughtful attention of all. On behalf of the Committee of Practical Work, papers were distributed which suggested uses of Mrs. Hailmann's beads, and exercises with the First, Second, and Third Gifts. The Nature Study Committee furnished a paper of very helpful suggestions concerning December work; other committees made such announcements of work as were necessary to the carrying out of their plans. Then a few minutes were spent socially, while several of the young ladies acted the part of Santa Claus—a pleasant little surprise. Surely no more appropriate token of good will, from kindergartner to kindergartner, could be offered on such an occasion than the poem daintily tied with ribbon, the suggestive blackboard work, or a suggestive program for December work with the smaller children. After some miscellaneous business and more singing, Miss Stearns, of the Public Library, talked in a most inspiring way of children's books and children's reading. The Public Library has recently invested several hundred dollars in illustrated books for the youngest readers, and samples of these were present on one of the tables. After adjournment an hour was spent socially and in examining the contents of the book table and the table of Christmas work. We prepared a full list of Christmas literature for the kindergartner's reference during the month. The purpose of Section II is to show how the best writers for children have handled Christmas topics, trusting that some of our workers may be aided thereby to work out their own ideas clearly, forcibly, and with a good degree of literary finish.—*M. F. H.*

A LARGE and merry gathering of the students of the Chicago Kindergarten College filled the college hall Saturday afternoon, November 24, the occasion being an old-fashioned harvest festival at which the Freshmen were entertained by the Junior, Senior, and Normal classes. The fair hostesses appeared in white aprons, kerchiefs, and caps,—veritable Puritan maidens, filled with the true spirit of hospitality. The rooms were artistically decorated with bunches of grain and garlands

of strung cranberries, while numerous pumpkin lanterns furnished the illumination. The tables were decidedly unique and original; the red being festooned with chains of cranberries, a border of pressed red leaves, a bunch of fresh radishes at each corner, and a mound of red apples in the center upholding the college banner. Another, the orange, had a large pumpkin lantern as centerpiece, and garlands of strung corn fastened at the corners by large bows of orange ribbon. The green table abounded in green grapes and apples, with festoons of green parsley and a border of green leaves, while the brown was festooned with strung raisins and chestnuts with a border of pressed brown leaves, while a goodly company from the farmyard—chickens, pigs, and turkeys, cleverly constructed of potatoes and cloves, and a Greek pattern of small turtles made of raisins with cloves for heads, feet, and tails,—completed the ornamentation of this most original table. The guests, upon their arrival, were presented with tiny painted pumpkins, which announced such old-fashioned dances as the Virginia Reel, Dan Tucker, and Pop Goes the Weasel. Miss Elizabeth Harrison read Mrs. Hemans' poem "The Landing of the Pilgrim," adding that touch of sentiment which units all hearts. Somewhat in accordance with the law of contrast, the "vegetable race" followed, won by Miss Anna Smith. After the laughter had somewhat subsided every guest had an opportunity to put her finger in the giant pumpkin pie—at least two and a half feet in diameter—and pull out a plum, in which the usual pumpkin pies do not abound, but this one was, of course, quite out of the ordinary. The search for partners to take to supper aroused much merriment, as each one had to find the mate to the apple, chestnut, or other "goody" she had taken from the pie. The fine old New England supper of sandwiches, coffee, doughnuts, and pumpkin pie was followed by more dancing, which ended an afternoon's festivities enjoyed most heartily by everyone present. Such merrymaking is true recreation after two months of hard study and still more taxing morning work in the kindergartens.

THE December meeting of the Philadelphia branch of the International Kindergarten Union was full of interest. Miss Virginia Graeff delighted the audience with "A Traveler's Outlook from the Kindergarten Standpoint." The "outlook" embraced many centers of interest found in a visit extending from the sunny South to the Pacific coast; Richmond, Atlanta, Mobile, New Orleans, and El Paso were some of the points touched before reaching southern California. The kindergartens of Los Angeles were very favorably commented upon. The buildings are especially adapted to the purpose and all the rooms bright and attractive. The earnest teachers and happy children made a very pleasant impression. The efficient work of the San Francisco kindergartens was given somewhat in detail, but it is impossible in a short review to enter into it. Of Chicago it was said that the kindergarten movement there had made more impression upon the community than in any other place visited. The three kindergarten associations were all included in the sketch given of the kindergarten work in that city. The systematic study of the "Mutter und Kose-Lieder," was introduced by Miss Lana Grant Williams. Her paper dealt with the group of songs from the "Kicking Song" to the "Target," excluding "Grass Mowing." She gave the psychological significance of each song, and told of its influence upon the child. After rapidly sketching the teaching of the individual song, she showed how all the songs in the group are related, and how each was an advance upon the preceding. The songs of this group were then considered separately. Miss Mary L.

Lodor was the next speaker. Her discussion was upon the "Kicking Song" and "Falling, Falling?" The "Kicking Song" was found to exhibit activity, resulting in development, evinced in power to overcome obstacles. The next song was said to include these, with the additional feature of separation and return. It was then shown how the songs were used in kindergartens. A paper by Miss Pease developed the thought in the "Weather Vane." Cause and effect were dwelt upon. In carrying the song into kindergarten it was thoughtfully shown how the child in searching for cause might be led to feel himself as a motive power. He can jump, play, move the ball as he pleases, place his sticks straight or crooked, etc., when he wills so to do. This leads to a direct purpose in doing. A charming little fairy story was told, illustrating the points in the paper.—*Mary L. Lodor, Corresponding Secretary.*

English Notes.—We gather the following points of interest from a recent copy of the London magazine, *Hand and Eye*: A course of kindergarten lectures has been given by Mrs. Rowland Hill on successive Saturdays, from September 29th to December 15th, inclusive. Among the list of subjects handled were, "The Gifts and Occupations," "Nature Knowledge," and "Brush Work." Mr. Otto Salomon reviewed the work of the summer Sloyd school of Näas, touching upon the relation between sloyd and drawing, and the English teacher's position upon this point. He comments most favorably upon the work of Mr. Gustaf Larsson in Boston. In a paper read before the Autumn Froebel Conference, Miss M. E. Nuth handled the subject of "Nature Teaching." She stated the essential helps in nature teaching, the knowledge of language, form, and number; the use of clay modeling, brush work, drawing, and designing in connection with nature teaching. Obstacles to such study should be reduced by the use of large specimens, the parts of which are easily visible; the use of live objects in zoölogical study; of complete specimens in botanical study; also the opportunities to emphasize color and texture of specimens. Miss Nuth says it is the teacher's place to follow, not to lead, in nature lessons. She need only provide suitable material, sympathize and gather up loose ends of information, and be on the watch for indistinct and incorrect ideas. The teacher need tell nothing. Mrs. Ingham Brooke's paper on "Nature Knowledge" was divided into three points. 1. Good teachers must know something, or when they do not know, must know where to go for the required information. 2. Make daily and practical use of psychology and knowledge of child nature. 3. Children must, to a certain extent, be "self-taught" if they are to be "well taught." Miss Buckland read a paper on the "First Teaching of Literature," making five points to be considered in the selection of the story. 1. It must be a real work of literary art. 2. It should correspond to the innate sense of justice in the child's mind. 3. The incidents of the story should be treated from a child's point of view. 4. There should be great care to avoid all impressions of terror, grief, or pain. Every story should be bright with hope and love. 5. In the choice of realistic stories there is needed care to select the types of real children, and not of the precocious exceptions. Then follow directions for telling the well-chosen story successfully—careful study of it, minuteness of detail and descriptions, and sympathetic reproduction and simple and child-like language.

THE women of Cedar Rapids, Ia., have organized a Child Study Club, believing that they should keep up with the times in educational, as well as social, musical, and literary matters. At the invitation of

these ladies Miss Amalie Hofer, of Chicago, conducted a series of five meetings early in December. The topics discussed were as follows: Our Children and How they Grow; Children and their Ideals; Children and their Relationships; Purposes of Nature Study, Practical Problems. The meetings were held in a convenient chapel and on successive afternoons of one week. A most interesting kindergarten and private school is being conducted in Cedar Rapids, which would be a credit to a larger city. The public school workers, especially the primary teachers, of Cedar Rapids are progressive, and looking forward to a day when the kindergarten work will be more generally recognized and appreciated by the public. When the leading citizens of a community take as much interest in the schools as they are compelled to take in other town improvements, a better day will have dawned. Iowa has been the banner educational state in the Union for two-score years. We prophesy that she will not be behind in the kindergarten movement which is now upon us. Cedar Rapids is a beautifully located city, with country roadsides and a natural wooded park beside the winding Cedar River. The women of this fortunate spot can do no nobler work for their own and future children than diffuse the so-called kindergarten thought throughout the community. The young women of the city will also be greatly profited by the opportunities afforded them to think about how children may be and should be influenced in the home, the school, and the church.—*A. H.*

A SCOTLAND infant class teacher writes as follows: "I have four hundred and ten children on my enrollment at the present writing, with four certificated mistresses, besides myself, as assistants, to teach them. In addition to this help we have four girls, pupil-teachers, of ages from fifteen to eighteen, who are working under our superintendence. I have one hundred of the children under my own charge, in two rooms which I have tried to make resemble a kindergarten. Two of the youngest of the pupil-teachers help me in this department. I am supposed to superintend the entire infant department, but how thoroughly this may be done I leave to your imagination. My kindergarten efforts are herculean, and discouraging under such circumstances. The infant mistresses of Edinburgh are proposing and urging the establishment of a kindergarten college in that city similar to the one existing in London. It is a question whether the government will come to their aid financially. This is but another testimony of the reactionary movement going on among teachers themselves, to demand state help in their preparation for the work of educating the children of the state. It may be a source of encouragement to such of our American teachers who feel burdened with fifty children, to meditate on this infant school mistress and her four hundred.

MISS BESSIE NORTHRUP, of Salem, O., writes a vivid account of her first impressions of the Sac and Fox Indian Agency at Oklahoma. She has charge of a kindergarten department which she describes as follows: "The kindergarten is a new acquisition in the Indian schools. I have only kindergarten work in the mornings, but my afternoon work is primary with kindergarten methods introduced. Each morning children assemble in the chapel for a short time, which is generally spent in singing. Every evening they meet at 7 o'clock and spend about an hour in singing, calisthenics, or some of the teachers tell them an interesting story. Two evenings are generally devoted to talks and reading of the lesson for the following Sunday. Each Sunday we have Sunday

school. Appropriate exercises are held before each holiday and the parents attend in large numbers. In the reservation schools the children visit their homes quite often and the parents take much interest in the school."

IN reply to the question as to who first introduced the kindergarten into our country, I submit the following: "Elizabeth Peabody is usually considered the introducer of Froebel's system in America," to use Miss Marwedel's own words. The following is copied from an article entitled "Froebel's Kindergarten vs. Ignorant Attempts at It," by Miss Peabody, in the *New England Journal of Education*, February 5, 1876: "Mrs. Krieger was the first missionary of the system to America taught and accredited by the Baroness Marenholtz herself." After several years of brave effort to work out the kindergarten idea, Miss Peabody, in 1867, went to Europe to study more fully Froebel's principles and methods. When she returned, in 1868, she found Madame Matilda H. Krieger and her daughter, Miss Alma L. Krieger, already established in Boston (see *Barnard's Journal of Education* for March, 1880).—*Mabel Stewart, Flint, Mich.*

THE Alumni Society of the Chicago Froebel Association is a well-organized working body, which holds regular meetings each month for the discussion of such practical subjects as will be of immediate benefit to the members. The December meeting was devoted to an examination of Christmas work and plans. On invitation of the association Amalie Hofer, of the *KINDERGARTEN MAGAZINE*, occupied a half hour in an informal talk on "Our Duty as Individual Workers to the Kindergarten Movement at Large." The subject for the January meeting is "Blackboard Drawing"; for February, "Washington's Birthday" and "Trade Life"; for March, "Indian Myths" and "New Work with the Second Gift." The officers of the Alumni for the current year are as follows: President, Mary L. Sheldon; vice president, Mrs. Northrop; treasurer, Miss Hawkins; secretary, Miss Emily Pryor.

"Is Happiness Our Being's End and Aim?" was the subject of the paper kindly prepared and read by Mrs. E. C. Cushman, of St. Louis, before the Froebel Society at the November meeting. She asserted dissatisfaction with ends gained, when self alone was the object, pointed the need for effort for the many rather than the individual. This is altruism, the message of the nineteenth century, and the only means to real happiness, which is every man's legitimate right. Mrs. Marian Foster Washburne, of Chicago, was introduced at the close of the reading and made a few remarks on Work, its value and place, the emphasis given it by Froebel making it (i. e., creative activity) the salient characteristic of the kindergarten method. Kindergarten principles, viewed from a mother's standpoint, formed a pleasing conclusion to a delightful and thoroughly enjoyed informal talk.—*E. L., Secy.*

"THE Mitchell Heights Froebel Association of Mothers" was organized at Mitchell Heights, Milwaukee, Wis., November 4, 1894. At the first meeting the report of the Mothers' Conference held in Chicago, as published in the *KINDERGARTEN MAGAZINE*, was read, and under the inspiration of this a course of study was entered upon—"Psychological Observations," by Miss Peabody, and "Symbolic Education," by Miss Blow,—and articles from the Mothers' Department of the *KINDERGARTEN MAGAZINE* are now being read and discussed at the weekly meetings. It is a hopeful sign for the future that so many mothers are eager

to find the best methods of child culture, and are so much depressed by a consciousness of their past failures that at our last meeting one mother exclaimed, "I have had more trouble with *myself* during the past week than with my child."—*Mrs. H. C.*

IS IT strange that the wrecks of the centuries should become the most potent teachers? The skillful teacher, like the skillful mariner, knows, or should know, what shoals to avoid, what reefs to shun, and by what rocks to sheer. The educational whirlpools of the centuries are laid down on the teacher's sailing chart, the signal fires hang out, the flash lights are adjusted, and billowy shallows and rugged shores and treacherous sand bars are traced and outlined. It must never be forgotten that foundations are now being laid on which the structure of our homes and government, our social and national life, must be reared for the future. A broad, noble, generous, high-minded spirit must animate the workers of today, or they can never build worthily for the present, or for the centuries to come.—*Charles R. Skinner.*

IT should be a matter of great satisfaction to the kindergartners of this country, to learn that Mrs. Louisa Parsons Hopkins, so long identified with Boston educational work, has announced herself open to making general lecture engagements in different parts of the country. The subjects which she is prepared to handle, either in single lectures or courses, are as follows: Psychology, Science of Education, Kindergarten Theory, Methods of Teaching, Nature Study and Observation, Manual Training, Art as Connected with Education. Training schools and kindergarten associations should avail themselves of this opportunity to hear and see a rare woman.

THE Sunday school of a certain western congregation entertained the entire membership of a mission Sunday school of the same city at a Christmas festival, furnishing the tree and appropriate gifts. This bringing together the children of the extremes of society, to keep together a common festival, is Christian work which cannot be questioned. Not only the giving of alms to the poor, but a giving of self, is the demand of the Master. The children of fortunate circumstances are no longer to be taught to give to "poor little children," but they are to be encouraged in sharing with their less fortunate brothers and sisters.

Escanaba, Mich.—KINDERGARTEN PUBLISHING CO.: Dear Ladies: Inclosed please find \$1.00 for a year's subscription for the *Child-Garden*. The children of our second grade schoolroom here are so eager for fresh reading matter of their own, that they have raised this money and send the subscription. This is a town of about 8,000 people, and supports one public kindergarten, attended by forty children. Eighteen of the children return in the afternoon for primary work. Nor are the children in any way behind those of the first grade who have had so-called "pure" primary work. We are ready for public school kindergartens throughout the town.—*P. F.*

ONLY the most absolute faith in the spontaneity of the child, the most painstaking adaptation of his work to his powers, and the most determined reliance upon his self-activity as the only means of growth and attainment, can banish "cram" from the classroom. We are sorry to say that this perfect reliance upon nature is made impossible in most of our graded systems by unscientific curricula and the examination fiend.—*New York School Journal.*

THE Misses Law of Toledo entertained the parents of their kindergarten children with a Christmas Glee. The following order of exercises was enjoyed: 1, Grand March; 2, Dumb Bells; 3, Come, Little Leaves; 4, Old Winter; 5, Tailors; 6, Blacksmith; 7, Tinkers; 8, Sleigh Ride; 9, Skating; 10, Christmas Bells; 11, Dancing Game. Spread. 12, Story—The Christ Child; 13, Christmas Eve—Pantomime—*a*, Lord, a Tired Child am I; *b*, Sunbeam Song; *c*, Santa Claus March. Christmas Tree. Distribution of Christmas gifts.

MISS LUCY WHEELOCK addressed the members of the Lansdown (Penn.) Froebel Institute early in December on "The Universality of the Kindergarten Principles." The parents and teachers of the Institute garner the full meaning of the occasional lectures thus provided, by preparing notes on the points presented and discussing them in detail at the next regular meeting. This is a most profitable plan of work. The day has gone by when people are content to be talked to or talked at. They must have their share in the discussion.

FROM the latest official school report of Japan we find that there is one government kindergarten, accommodating 174 children, under the care of 6 kindergartners. There are 101 public kindergartens, with 6,262 children and 209 teachers. There are 45 private kindergartens, accommodating 2,226 children, with 102 teachers, making a total of 147 kindergartens, 317 teachers and 8,662 children.

ONE father who had been always used to buying for his children extravagant toys, most of the toys being soon destroyed, made a resolve that his children should have nothing for Christmas but blocks and sand. Sand! sand indoors? Yes, sand placed in a large, wooden tray, with a rim of several inches, and raised from the floor to such a height that the children can easily stand by it.

THE Supreme Court of the state of New Jersey has recently decided that it is unconstitutional for women to vote for school officers. This is a misfortune to the schools of the state, for wherever women have voted the best interests of the schools were furthered, which has included the introduction of the kindergartens into the public school system.

UNDER the supervision of the Milwaukee Froebel Union the Christmas stories and songs appropriate for Christmas use were classified and indexed. The list includes forty stories, twenty-five reference books for Christmas suggestions, forty appropriate poetic selections, twenty-four Christmas songs, carols, and hymns.

A CHRYSANTHEMUM show was given, by the citizens of Harrisburg, Pa., for the benefit of the free kindergarten association of that city. A flower show in the name of little children is a far more appropriate means of raising funds than a so-called charity ball.

THE Chicago Kindergarten Institute will form a new class for regular training Friday, February 1, at 4647 Ashland avenue, at University Hall. For further information address the secretary, Miss C. Cronise, 528 E. Forty-seventh street, Chicago.

THE old-fashioned warning "Don't fly your kite too high," does not hold good in the case of teachers of young children. The kindergarten advice is, fly your kite as high as your string will allow.

BOOKS AND PERIODICALS.

THE January *Annals of the American Academy of Political and Social Science* opens its program with the subject of "Economics in Elementary Schools," by S. N. Patten. This article aims to show how the central principles of economics may be applied in the schoolroom. The theory of utility, the purchase price of pleasure, the basis of credit, the sacredness of unprotected property, the harmony of consumption, and the rights of exclusion, are the sub-topics handled by Professor Patten, whose illustrations are homely but to the point. He says that the basis of credit, trust, and fidelity lies in the economic world. "Isolated individuals, who do not live in an economic society, have not these qualities and are unfaithful to their trusts. The development of these qualities is due to the fact that but a small part of the utilities we enjoy comes from our own locality. If the people of any region should be shut off from the world at large, there would be a great reduction of their utilities; starvation might even result." "To make exchange effective, a willingness to trust commodities in the hands of other persons must be supplemented by a feeling of honor in those persons, prompting them to be faithful to this trust. These qualities are social and must be developed together." "It is easy to show the child that a large part of the utilities he is accustomed to enjoy could not be had at all but for these social qualities. Sugar depends upon the honor and credit of the community, because it could not be obtained from distant countries, nor be refined, unless individuals and nations had these qualities." "We make a mistake in considering honor an absolute quality, as something resulting from morals, and having nothing to do with economics." "In boys' games honor is as important as in the business world. If a few boys are dishonest and cheat or lie, the pleasure of the whole group is marred or destroyed."

"Little Mr. Thimblefinger," by Joel Chandler Harris, is his latest, and a wonder book of negro lore for children. The book is beautifully gotten up by Houghton, Mifflin & Co., illustrated with copper plates in handsome type and binding. Quite a number of "Brother Rabbit" stories are included, and in fact, most of the collection includes some animal personations. American folk lore is constantly growing in importance among educators, and as a means of introducing nature study to very young children, and no one has done more than Mr. Harris with his Uncle Remus stories and others. "Little Mr. Thimblefinger" reads like a fairy tale, and the delightful situations change often enough to quite startle the children with delight, and set them to wondering whether there is any truth in these fancies or no.

THE historic landmarks of London furnish the subject for an entertaining and instructive article, the opening one in the January issue of *The Chautauquan*. The illustrations are from photographs, and show the Tower Bridge, St. Paul's, All Hallows, Westminster, the Tower of London, and other places of note. Professor R. G. Moulton, Ph. D., of the University of Chicago, so favorably known as a lecturer upon literary topics, contributes a study of Walter Scott's novel, the "Monastery." Being a romance of the early Reformation, a study of it furnishes ample scope for historic and literary interpretation.

ROBERT LOUIS STEVENSON, the Scotch poet, who has put men, women, and children under lasting obligations for his "Child's Garden of Verses," died December 3, 1884. He has written stories of adventure, volumes of scholarly essays, and has created heroes and heroines who will all outlast the present day. But his songs will go on singing in our hearts with irresistible, perennial delight, far into the coming twentieth century. The childlike unconventionality of Stevenson's poetry has a parallel in Hans Anderson's prose. You and I would not willingly give up the mental pictures made by such songs as "Travel," "Where the Boats Go," or "The Dumb Soldier." "I saw you toss the kites on high," is the first line of his familiar wind song, which is sung in hundreds of American schools and kindergartens. This one rustling, fascinating, moving song will keep fresh the memory of the Scotch children's poet. What is more delicately suggestive of the future influence of the dead poet than the following:

Dark brown is the river,
Golden is the sand,
It flows along forever,
With trees on either hand.

Green leaves a-floating,
Castles of the foam,
Boats of mine a-boating—
Where will all come home?

On goes the river,
And out past the mill,
Away down the valley,
Away down the hill.

Away down the river
A hundred miles or more,
Other little children
Shall bring my boats ashore.

"In Sunshine Land," as dainty a volume of verse as one would expect from Edith M. Thomas. Houghton, Mifflin & Company, \$1.50. The verses are intended for young folks, but who would not enjoy the sweetness and music of such as this:

"I told the roses that bloomed in my garden
A tale they were loath to hear;
Of thorns uncovered, of frosts and of winter;—
The crabbed old age of the year!

The darlings of June — they wouldn't believe me!
They asked what proof I could show;
Would I bring but a shred of the robe of winter;
A lock from the fleece of the snow?

Year after year they had bloomed in my garden,
And never such change had they seen:
It was true they had slept, but, as oft as they wakened,
The season was smiling and green!

And this is but typical of the dainty suggestions of the entire book.

The School Journal, published by E. L. Kellogg & Co., of New York, appeared replete in Christmas contents and dress. The editor took this occasion to say: "It is a question that is beginning to be asked, Are our children indeed to rule over us? For, in many ways it seems as if the child was rising into a place of unusual importance; extraordinary emphasis is being placed on his very first years. The kindergarten must have required the expenditure of a million dollars at least, during this year, and this for instruction once deemed unimportant to children. The ready acquiescence in such an expenditure shows that a little child is looked at as presenting a more serious problem than before the day of Froebel."

RUDYARD KIPLING'S "Jungle Book," Century Co., \$1.50, a collection of stories of the Indian jungle, has all the fascination of animal stories, and a strength and individuality that such tales usually lack; for these animals talk, think, and plan, are in fact quite humanized, yet not one whit unnatural or unfamiliar as genuine animals. A philosophy of life, a theory of human relationships underlies the inimitable descriptions of jungle life. The chief charm of these stories is their novelty, originality, and flavor of Kipling. Children are fascinated and their elders scarcely less so.

MACMILLAN & CO. have arranged to issue a translation of Professor Ratzel's *Völkerkunde*. Although it appeals especially to students of ethnography and anthropology, the work is said to be one of general interest, and to have been widely appreciated in Germany. The translator will be Mr. A. J. Butler, and a preface will be contributed by Dr. E. B. Tylor. There will be, as in the original, many illustrations. The book will be in three volumes, resembling in size and form those of the illustrated edition of "Green's Short History."

THE Christmas number of the *Pratt Institute Monthly* contained a comprehensive paper on Christmas as a holiday, by Mary W. Plummer. The article describes the manner of Christmas keeping in the kindergartens, naming stories, songs, pictures, and gifts, such as are familiar to every kindergartner. The author also took pains to discriminate between the real and the superficial meaning of the holiday.

"Tales and Verses of Long Ago," and "Rhymes and Stories of Olden Times," by Elizabeth S. Tucker, published by the Frederick A. Stokes Company, New York, \$1.50, are companion books beautifully bound and illustrated. The marginal illustrations by the author are supplemented by full-page color plates, after water colors of E. Percy Moran, and the whole is a quaint and dainty suggestion of when our great-grandmothers were little girls.

"Glimpses of the Plant World," by Fanny D. Bergen, is a work written for little folks telling all about plants. The author is a lover of outdoor life and has made botany an absorbing study. She tells in the most graphic and interesting way facts about plants, and awakens enthusiasm which will lead to investigation and study. Published by Lee & Shepard, Boston.

"Legends of Norseland," by Mara L. Pratt, Educational Publishing Company, in cloth 60 cents, is a collection of characteristic myths of the sturdy northern peoples; the story interpretation of northern nature and Norselandic customs and religion. Excellent supplementary reading for schools.

COLONEL PARKER'S "Talks on Pedagogics" is creating a furor of discussion among English schoolmasters. It is only natural that the chapter on "Democracy in Education" should not appeal to the average continental or British school man.

MR. HUMPHREY WARD is to make a tour in the United States, lecturing on art and artists. He will start after Christmas. It is said that Mrs. Ward will accompany him.

"Drifting Leaves," by Keyes Becker, is a simple and pretty collection of sketch and verse, printed and published by the author. For sale by McClurg.

PUBLISHERS' NOTES.

New Offers.—The following special combination offers are made to every new subscriber to the KINDERGARTEN MAGAZINE for 1895: One subscription (\$1.50) and one copy of "Child's Christ-Tales" (\$1.00) for \$2.00; one subscription (\$1.50) and one copy of "Friedrich Froebel Year-book" (\$1.00) for \$2.00; one subscription (\$1.50) and one copy of the "Kindergarten Sunday School" (\$1.00) for \$2.00.

All manuscript intended for publication in the KINDERGARTEN MAGAZINE should reach the editor's desk before the sixth of the previous month. Manuscript for the *Child-Garden* should be sent in no later than the first of the previous month.

Of the six bound volumes of the KINDERGARTEN MAGAZINE, Vols. I, II, and III are completely exhausted; Vol. IV, a limited number in stock at \$3; Vols. V and VI, full stock, \$3. Regular yearly subscription \$1.50. These volumes are bound in scarlet silk cloth, completely indexed, and contain excellent outlines of Practice work, Sunday-school work, Gifts and Occupations; rich in experiment and exhaustive discussions.

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We will send to anyone subscribing for KINDERGARTEN MAGAZINE, and desiring "Symbolic Education," by Susan Blow, both for \$2.50; *Child-Garden* and "Symbolic Education," \$2; KINDERGARTEN MAGAZINE, *Child-Garden*, and "Symbolic Education," \$3.25.

Wanted—January, 1893, and March, 1893, numbers of *Child-Garden*. Other numbers exchanged for them.

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Pictures for the Schoolroom.—For three new subscriptions to the KINDERGARTEN MAGAZINE and \$4.50, we will mail you any ten of the following appropriate pictures, size 9 x 7 inches: Statue of Abraham Lincoln in Washington; Benjamin Franklin and His Kite; The Boy Columbus; George Washington; "My Dog," by Landseer; The Gleaners, by Millet; Home Coming Sheep, by Maure; Wild Cattle, by Landseer; Pied Piper of Hamelin, by Kaulbach; Aurora, by Guido Reni; The Blacksmith, by Beck; Murillo's Child Jesus and St. John; St. Anthony and the Infant Jesus; The Christ Child; The Guardian Angel; Raphael's Madonna of the Chair.

Our readers are invited to forward manuscripts of stories, songs, or articles on any phase of the kindergarten work. The same will be carefully considered. The author's name and address should be plainly written on each manuscript, and stamp inclosed for the return of same if unavailable.

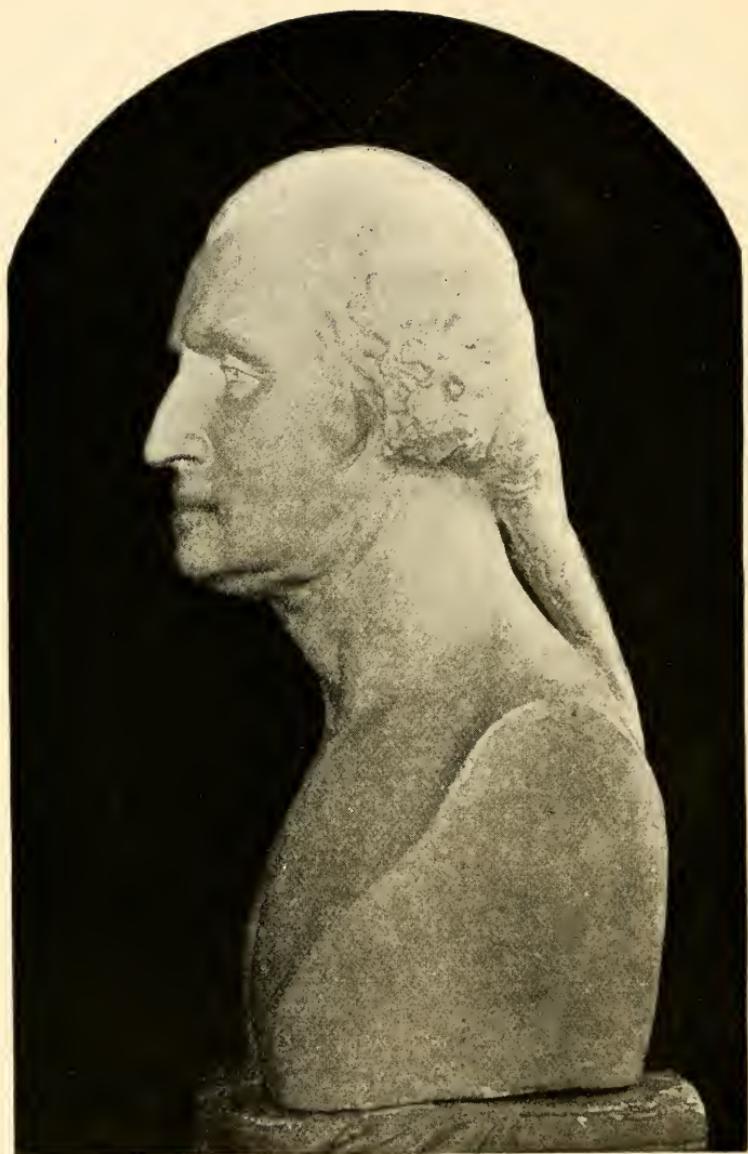
Primary teachers, send five two-cent stamps for a copy of the KINDERGARTEN MAGAZINE, containing the articles on "The First School Year," by a practical, experienced primary teacher.

The Kindergarten Magazine is now in its seventh volume. Each current number constitutes a symposium program, which is devoted to the discussion of a special topic. These, the important departments of all educational work, are presented from many and varied standpoints. There is help for the primary teacher, the parent, the kindergartner, the Sunday-school worker, the student of pedagogy and child nature.

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WILSON MAC DONALD'S COLOSSAL BUST OF WASHINGTON.

KINDERGARTEN MAGAZINE

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THE COLOSSAL BUST OF WASHINGTON; ITS HISTORY.

BY WILSON MACDONALD, SCULPTOR, NEW YORK.

ONE hundred and ten years ago the governor of Virginia wrote to Benjamin Franklin and Thomas Jefferson, who were then the representatives of the United States in Europe, requesting them to send the best sculptor that could be found to America, to make a statue in marble of Washington from life. The two illustrious men selected M. Jean Antoine Houdon, who was acknowledged to be the best sculptor of his time. Many of his works rank today equal to any of modern times,—for example, his statue of Voltaire in the Louvre, Paris.

Franklin and Jefferson made a contract with the eminent sculptor to go to America to see Washington as he was, and to make models, drawings, and studies from life. About the time M. Houdon was preparing to embark for America, Catherine, the then notorious Empress of Russia, sent for M. Houdon to come to St. Petersburgh, offering him at the same time great inducements and many commissions. M. Houdon wrote to her "Royal Highness," informing her that he had a commission to make a statue of the illustrious Washington, and was about to embark for America. Catherine replied, upbraiding the sculptor, saying "Surely Monsieur Houdon will not disregard the commission offered by the Empress of Russia and accept an order to do the likeness of a colonial colonel!" M. Houdon's answer was that he was about to leave France for America.

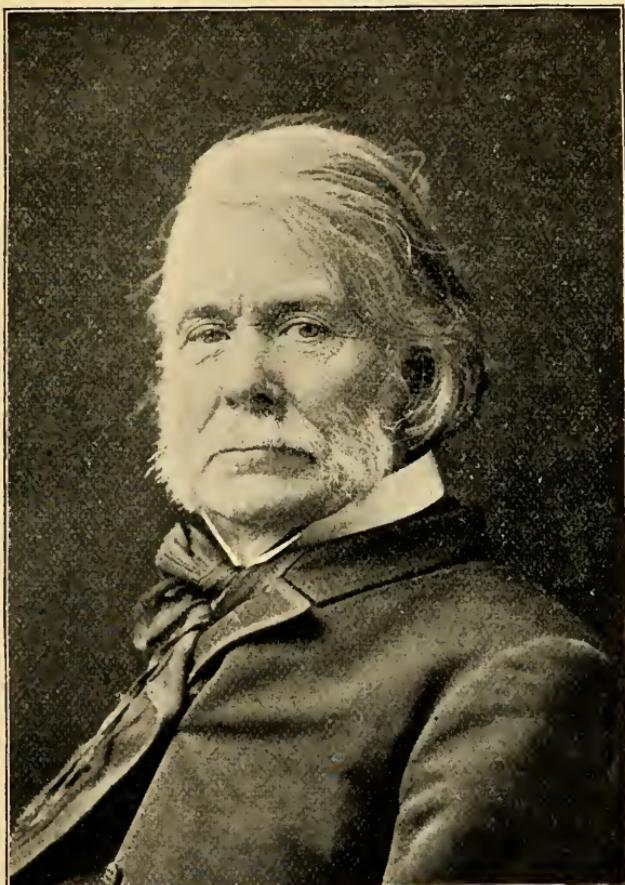
M. Houdon, according to the diary of Washington, arrived at Mount Vernon, Washington's home on the Potomac river, early in October, 1785.

The sculptor began his work by making a mold of plaster of Paris over the face and neck of Washington, in proof of which see the report of Colonel McRea, Richmond, Va. In this plaster mold, taken direct from the living Washington, the sculptor cast a face and neck and made a bust, and "worked it up" from life. Washington, in his diary October 12, 1785, says he sat for his bust to M. Houdon on that day.

Mr. Jefferson, in a letter to Washington dated 1786, informing of M. Houdon's safe arrival in Paris, says: "M. Houdon has arrived, bringing the mold of the face only with him." It is in evidence in the inventory taken by Washington's executors, that there was a plaster bust of Washington in the mansion, in the library, at Mount Vernon, in the year 1800. This bust or cast, now called the "life-cast original bust" of Washington by Houdon, is in possession of the writer of this article. The question will be naturally asked, "How did he get possession of the priceless relic of the father of our country?" In this way: In 1873 there was a competition for the Farragut monument at the capitol in Washington City. Mr. Clark Mills, the sculptor, was one of the competitors; he said to the writer of this paper: "Mr. MacDonald, I am a pretty old man; I will probably not do any more work; I have the original life-cast of Washington made by Houdon at Mount Vernon, in October, 1785. You have always been a warm friend of mine and have done me many favors. Now I want you to accept the old head from me; the only condition I ask is, that you will model something from it and give the rising generation the benefit of it. Come now," he said, "with me." And we descended into the lower basement of the capitol. Mr. Mills got a candle, lighted it, and we entered one of the inner dark rooms, and there in the gloom we stood face to face with Washington. The vision of the bust, the place, the occasion, all combined, sent the "cold shivers" up and down my backbone; I felt that we stood in the presence of Washington himself, and if our illustrious Father of the Republic had appeared then and there, I could not have been more deeply impressed. Mr. Mills broke the silence: "What do you think of it," he said. I replied, "That is in my judgment the grandest and best likeness of Washington in existence." Now, after twenty-one years have passed, every year has only strengthened the opinion I then expressed, that the original "life-mask bust" of Washington is the only really true likeness of Washington in his prime.

It will be observed it was modeled fourteen years before Washington's death.

That Mr. Mills got the bust at Mount Vernon in 1849 we have ample evidence; also that he presented it to me, after having it in his possession twenty-four years, and that it was delivered to Mr. Mills by Colonel John Augustine



Washington in 1849, in exchange for two copies of it. One copy is now at Mount Vernon and the other is in the War Department. Colonel Washington was then proprietor of the Mount Vernon estate. I have allowed six copies of the original "life-mask bust" to be made in bronze, and twenty facsimiles in plaster. These are the only copies

that have been made. I then modeled the colossal bust from the old head, an engraving of which accompanies this article.* The original was copied in bronze and sold to the State of Pennsylvania for a large sum; it is now in the state library at Harrisburg. I am having copies of my colossal bust made for the public schools of America, and trust, in the course of the next year or two, to realize the hope of Professor William T. Harris, United States Commissioner of the Bureau of Education at Washington City, to wit: "To see copies of the Houdon Washington in every schoolhouse in the land." When we come to estimate the number of children in the United States, we find it to be *fifteen million of school age*, we can then form some idea of the influence and of the good that may be accomplished in thus giving the rising generation an object lesson in patriotism.

Mr. Cleveland and Mr. Harrison, presidents of the United States, declared in their public utterances that lessons in patriotism were indispensable in the education of our children, and that they should receive a patriotic education in our public schools.

I am glad to say that my ambition as an American citizen is to see the bust of Washington placed before the youth of my country, that they may have ever present the image of the Father of their Country, and that they may study the honor, wisdom, courage, and patriotism of George Washington, the grandest character of ancient or modern times.

In the State of New York alone there are one million five hundred children of school age! These colossal busts of Washington will endure for generations, impressing millions yet unborn with the patriotism of the fathers of the republic, the importance and value of the priceless inheritance bequeathed to us by the patriots and soldiers of the Revolution, the moral courage of the signers of the Declaration of Independence, and the genius and foresight of the framers of the Constitution.

* See Frontispiece.

JOHN L. DEWEY ON THE IMAGINATION.

(Notes taken from a lecture delivered before the Chicago Kindergarten Club, December 7, 1894.)

IMAGINATION, or mental imagery, considered as an educational factor, is the power by which a child carries on all educational activities. The power of the imagination includes the capacity to realize an experience and symbolize it. To read the full meaning of the imagination we must observe the child himself.

During the first two years of a child's life, his attention is wholly occupied with catching up with his body. In other words, it is at this time that he must learn the use of his powers, acquire control over his body, learn to coördinate the activities of his several organs. The moral instinct must be developed into articulation, the eye and hand must learn to work together. Until the age of two and a half years, or thereabouts, the imagination is wholly undeveloped; imitation is the culmination of this period. Stimulation from without is necessary to his activity. Take the case of a child's building a house with his blocks; the mother calls the child's attention to the block, calling it by name and telling him, "Go get the block," and has to keep constantly stimulating him to activity. When imagination or *play* awakens, the child will perhaps come to his mother, saying, "I have a block," and opening his hands show them to be empty. What has occurred? The child's mind has spontaneously assumed the responsibility of stimulation.

The development of symbolism, play, and imagination means that a sense quality of color, form, etc., of itself, spontaneously suggests to the child a large number of movements or activities in connection with it. When a child makes believe, as in the case of the block, or when he has built a stove and goes through all the operations of cooking and serving a meal, he is capable of taking a certain perception and translating it into a round of activities which may be performed with it. Imagination sees a comprehensive series of activities instead of the one. Indeed, that is imagination—the power to take an activity, in itself limited, and putting in it powers of activities with which it has no immediate relation.

In the case of Laura Bridgman we have an illustration of this. Her physician and teacher tells of the development in her of the sense of a thing as a symbol. The raised letters of the word "cat" had no connection with the live animal in her mind. She knew what a real cat was, and her hand was made to pass back and forth, back and forth between the word and the object, until in a sudden flash of illumination it came to her what was the meaning of it all. Then the foundation of all her future education was laid; the experience corresponded to the awakening of the imagination in any child.

The dawn of the imagination in a child marks the first great epoch in his life. It is the dawn of the true self-consciousness, and marks the passage from merely mechanical to free and intelligent activities. This dawn of imagination in the child, this beginning of spontaneous imagery (play), as distinct from the carrying out of the physical activity, is the first great step in the child's life. It means that the child is no longer at the mercy of an immediate suggestion. About the same time there is developed the sense of ownership, the power of going back in time of anticipation, and of simple generalization, causation, and reasoning.

Imagination essentially is interpretation, the seeing in a particular experience a series of experiences not at first obvious. A false appeal to the imagination insists that a child should be put back into the mechanical state. It keeps his mind fixed on a particular thing, instead of helping him to see in that particular thing the whole sphere of activities with which it is connected. The substitution of an imaginary object for the real object is a false method; there is, in fact, no sense in it. It would seem that our system of education first breaks the mind into bits and pieces, then tries for all after time to repair the breach.

Imagination is not the mere mental reproduction or memory picture of an object; but the seeing of its functions, the ability to see values. Take the butterfly as an example. The interest to a child is in the butterfly's development, as it is intelligently interpreted. Where did it come from? Where is it going? What is it good for? If his observation consists only in taking cognizance of the number of antennæ, wings, eyes, etc., in simply expressing a particular example, it were far better that he were following his natural instincts and chasing butterflies.

Imagination is essential to life; it is the universe in the small. The standpoint of the parent or teacher consists

simply in providing favorable conditions for it. The child has imagination within himself, it does not need to be instilled. The cube itself is an outcome of intelligence, and the intelligent mind will reproduce it. The significance of anything is but what it stands for in activity, and it is that alone which takes it out of its isolation. Principle is all there is to education. Activities are bound up in the very structure of the mind and body, and their only use is to ripen and develop.

There are two false methods of appealing to the imagination which we may call analysis and memory. The study of the squirrel furnishes an illustration. The teacher may bring a dead specimen and have the children analyze its particular characteristics, as the long fur, bushy tail, whiskers, number of teeth, etc.; or she may treat the squirrel as a poetic whole, letting the child identify himself with the squirrel and spend his time running about on the ground and picking up nuts. Both are extremes of the same false principle. The child sees no need or significance in dead facts as such. The circuit of activity of the real squirrel has not been presented to him. Nor is the other extreme of vague generalization better. The reason for the particulars is that they are a part of the real life, and necessary to it, and they should be studied solely with regard to function. There is no limit to analysis provided that it comes as the filling out of a circuit of activities already presented. Both extremes are destructive to imagination.

Reality is the only complete coördination. Memorizing when an appeal which suggests simply the object, and not the activity, is simply a task to be learned, and is not a normal appeal to the imagination. Every necessity of an appeal to the memory or observation as such makes a break. Memory will take care of itself if the appeal is made to the interpretative faculty. We do not have to remember what we can do, as in walking, the hardest of all that a child has to learn. After a time it becomes a matter of his own activity, and memory takes care of itself, just because imagination is the seeing of a whole circuit of activities in a particular activity—if we have one end of a thing the other will come. Any other process arrests imagination. It throws analysis into isolation, and turns memory into memorizing. Analysis is always a part of the whole; memory is a reproduction when needed. You cannot deal with a complete circuit of activities unless you give activities that are worth while in themselves. We go on the principle that

one thing is as good as another if it only occupies the child, that is, if it keeps him out of our way.

There cannot be too much science or philosophy if they are used as an interpretation from the child's standpoint of reality, interpreting the activity of the child as a whole instead of delivering it in separate doses. The more general knowledge there is, the better is the understanding of the particular. Knowledge is legitimate only as a tool.

The work of the educator consists in supplying the conditions for that larger activity, that it may take up the minor activity, and throw the larger value into that particular thing. The minor activity is then taken out of its separateness.

TWO SUMMER DAYS IN LEIPZIG.

AMALIE HOFER.

STUDENT and tourist are lured to this German city by its countless traditions and historic associations. Leipzig is the musician's Mecca, as Dresden is the shrine of the art pilgrim. Great masters of song, poetry, and philosophy have inhaled and exhaled the atmosphere of this city for so many centuries that it may be said to be a veritable tonic to the amateur aspirant. One of the romantic excursions about the city of Leipzig may take the tourist through the old city, into the heart of the deep green garden, beyond the *Pestalozzi-Stift*, which shelters the homeless and friendless boys of the city, toward the quaint suburb of Gholis. Here the traveler is at once directed to the cottage which served the poet Schiller as a home and workshop, in the attic chamber of which was born his "Ode to Joy." Many memorials and museums stand as historic guideposts about the beautiful city, and old buildings, sanctified by the presence of great men and women of an earlier time, are preserved to add dignity and romance to the byways and hidden nooks and corners. Such monumental lives as those of Schumann, Gellert, and Reinecke, draw unto the city of Leipzig the feet of all who love and honor men for their loyalty to the art spirit.

The book lover is in his own Athens, in this city which has fostered with royal authority the fine art of printing. The exhibition of the handiwork of the combined publishers and printers of Germany, which was laid before the world in the Nürnberg House of the German Empire at the World's Fair, was a revelation to the book buyers and book lovers of America. The stately bindings, infolding the unapproachable letter-press of certain library editions of the German masters of literature, repeated the same message which Germany has sent out to the world through her standing army as well as her art—the best is the goal for which we serve and strive. We pass up one narrow street, down another, cross over to a tempting bookstall on the other side, and are thus led forward by these shops which are unpretentious in themselves, but which contain the treasures of the bookmaker's art. Tourists and students

invariably search out the great art galleries, attend the opera and concerts of continental cities. The permanent exhibition of these great works of the bookmaker's art, which is now placed in Leipzig, will in due time become equally sought after.

Leipzig is patriotically called *das Herz Germanias*, the heart of the empire. We were prepared to find great privileges and opportunities conserved in this national jewel casket for the men and women of the country. What place in this royal heart might we find reserved for the little children? We found the address of two pioneer workers in the kindergarten movement, viz.: Frau Henrietta Goldschmidt and Frl. Angelica Hartmann. After an unavoidable ramble through the delightful meadow park, which lies between new and old Leipzig, we found the *Weststrasse*, where the "Association for Family and Public Education" occupied a commodious building. The president of this association is Frau Goldschmidt, who has served in that capacity for twenty-four years, nearly a quarter of a century. We were ushered into the president's room, and were soon met by the energetic greetings of the little lady herself. A black lace shawl was thrown over her white hair, and fell about her shoulders, enhancing the fresh color of her cheeks and the eager expression of her eyes. One saw at a glance that this woman, though small in stature, had eaten of the bread of a pioneer, and tasted of the fruits of consecrated devotion to a worthy cause. The years of Teutonic service which she had rendered the cause of Froebel had not aged her in face or form, or diminished her fervor of discipleship. We were soon following her about the building, listening to her often quaint explanations and comments, or again astonished to hear her statements of emphatic conviction upon certain technical points of the work.

It is quite impossible for a German to forget national distinctions when he is talking to an American, and discuss school matters as school men or women, regardless of nationality. The inevitable comparisons which are made, and the almost unconscious self-defense put forth by the one who loves his country, but admires the greater freedom of another's, must be most delicately handled. Our chief aim and interest was to *feel* our way as much as possible into the all-round condition of the school movement in Germany, and we found that the kindergarten efforts of this Leipzig association were greatly to be commended.

The training school, or *Seminar*, is conducted in this

building, together with a large kindergarten, which averages an attendance of one hundred and fifty children. These come from among the serious-minded laboring and trade classes, and the effect of the kindergarten is largely that of removing the traditional and inherited stolidity which accompanies the working class in a nation where rank and royalty divide the people into distinct classes. Frau Goldschmidt said with repeated emphasis: "I find the movement and gesture plays, the marching and physical training, the best means to our end. We lay great stress upon this part of Froebel's teaching. When we are able to take the children out of doors, they have garden work and sand play. But when we must be in the house, we have plenty of action play."

The children come both morning and afternoon, and the kindergarten students attend them, under the supervision of a head kindergartner. Three of these kindergartens are maintained by the association, and two rooms and a garden are provided for each. The kindergartners are paid from 600 to 1500 marks a year, or what in American money would amount to \$150 to \$375. The latter is considered an excellent salary. The effort of this association to draw the more cultured women of the city into the actual service of the children has succeeded gradually. The choice young woman who was in charge of the class of new recruits on the day of our summer visit made a picture of naturalness, joyousness, and spontaneous activity which is not frequently witnessed in Germany. This land of art and music has yet to honor human perfections, even as she does the great works of genius, which are only too often purchased at the price of physical neglect, deformity, and starved personality.

The new children, on this morning in question, were gathered in an informal group about the charming young woman, who sought to gather together their various shynesses and dormancies into a thread by which she might lead them out of themselves. The arrival of the visitors gave her an opportunity which she at once utilized. As is the quaint custom among German families, the children were asked to rise as the guests entered. While standing, a few greetings were spoken, in which all joined, and then a line of march was formed. It was one of those shambling, uncertain, wavering lines which are by no means despised by the initiated. The plump arms and stumpy legs were forgotten as the little bodies rolled forward to the kindergartner's cheery soldier song.

We were again in a large workroom where older children were at their tables ready to "build." Three kindergartners were in attendance. "What do we like to build better than anything else?" "The *Froebel-Thurm!*" "Shall we altogether build the *Froebel-Thurm* for the ladies from America, who have never seen it?" This informal introduction was followed by a dictation lesson with the Fifth and Sixth Gifts, which was accurate, detailed, almost military in the spirit of command. Our American sense of "free play" was at first hurt, but we learned, in the course of the summer, to respect what is a national mannerism, viz.: military obedience. After the serious work, the children were called to the circle and played several ingenious games. While they were thus busied, Frau Goldschmidt beckoned to one of the young women to come to us. After introducing her, she said frankly:

"Tell the ladies what we had in our morning lesson which came from their country."

The student colored deeply; then described in choicest German the article which had been read and discussed by the class concerning the work of an American gentleman in teaching little children music after the truest Froebel method. He lived in Chicago, and held a great chorus of children during the World's Fair, who were ready at any time he called on them to sing the choicest songs in outdoor or concert chorus. She had forgotten the professor's name, but added, "You do only wonderful things in your country!"

One of our party, who had prepared the same description of the work of Wm. L. Tomlins for a German paper but the week before, was deeply gratified by the incident, our deep interest in which the young girl never knew.

The readers of the KINDERGARTEN MAGAZINE will remember the eloquent appeal which Frau Goldschmidt sent as her greeting to the Woman's Council Congress of 1893. This appeal to the mothers of the land and the womanhood in humanity was presented in full to our readers in the April number of 1894. The kindergarten movement is made up of many threads of work, one of the most important of which is this arousing of the mothers to a higher estimate of their privileged duties. Frau Goldschmidt took up the subject with an earnestness and zeal which reminded us that the day of the reformer was by no means gone by. While she loses no opportunity to press this line of the work, she has urged the association which she represents to enrich the course of the class study, that it may invite the

more cultured class to a serious investigation of the claims and provisions of this work. A special department has been arranged to give the otherwise well educated girls the advantages of child study. This lyceum provides special lectures and hand work for the graduates from the higher *Töchterschule* (daughter-schools), as the women's colleges are called.

The great principle for which Frau Schrader stands in the work of the Pestalozzi-Froebel Haus, of Berlin, is that of the training of women for family and home responsibilities in the noblest sense of these words. We find this thought repeated in Leipzig. Germany has stood for centuries as the land of domesticated womanhood. This palm has been yielded her until the American franchise movement may not be safely discussed within her borders. It invariably brings down upon Columbia's head a monologue of Teutonic eloquence which sets forth the historic domestic qualities of the war-maiden, Germania's other half. Are not such associations for family and women's education, as are to be found in every prominent German city, a proof that there is more to this story of domestic life; that there is a department of child-nurture, as well as departments of child-bearing and child-feeding?

The German woman's life dream is to present a man to the state. One fair and noble woman, to whom this privilege is denied, has endowed an institute for woman's training, which includes all practical and home work. It was a great step when humanity demanded higher education for her women. It is a still more progressive step to develop the loving and intuitional powers of women that they may serve in the intellectual training of the race. Woman is slowly arousing herself to a conscious responsibility, and a realization that it is far more serious than sentimental,—this rocking of the cradle of the world.

Frau Goldschmidt brought her guest book for the American signatures, and the date stood, July 4th. Our great jubilee day did not set free the German children from school, nor suspend the daily routine of institutional life.

On the following day we crossed to the opposite side of the city, in search of the tenting ground of the Leipzig Froebel Union, whose greeting had anticipated our coming, over the signature of Frl. A. Hartmann. A certain Berlin fraulein who made her boasts of being "emancipated" had once attempted to persuade us that the German national trait was discourteousness. As she was entertaining her

American and English friends at the time in a most elaborate and cordial manner, her very acts belied her words. In the case of Frl. Hartmann we again witnessed a denial of this statement. We were heartily welcomed and escorted about the building and grounds. The entire training class was summoned and a general review lesson in pedagogics was presented for our edification. The readiness with which these partially cultured girls responded to the catechism and questions was refreshing to hear.

The building occupied by the Froebel Union on Thalstrasse enjoys government support. The narrow street, with its rambling buildings and homely bread and meat shops, is filled to overflowing with children. As we approach the high inclosure and enter by the antique arched gateway, we feel that we have left the street world behind us. The magic word "kindergarten" stands out in raised letters over the arch, and must come to mean to the children who are each morning let in out of their miseries, a veritable mascot. As adults we are scarcely able to put ourselves in the places of these wayward, imaginative creatures, who translate cobblestones and street curbs into wonder-places; to whom a niche in the wall, with a crude figure of a saint, becomes a volume of romance; and who watch an occasional carriage and span roll down their street with eyes ever ready to see princes and queens step from the curtained box. What must a great, beautiful kindergarten, within a high inclosure, which is entered by an arched gateway, the door of which opens when a bell is rung, and which is ornamented with a golden inscription,—what must such a suggestively romantic place mean to the children whose daily work is to glorify the cheese-shop home, or the rubbish-box play place!

Frl. Hartmann is quite a contrasting figure to that of Frau Goldschmidt. She presents the impression of being strongly built, almost masculine in her movements and tone of voice. Her home is in the Union building, together with her father, who is a type of the sternly trained man of the passing generation of Germans. When presented to the American lady he acknowledged the honor with a stately, military bow. When he found that the American lady was German by birth, and doubly so by inherited feelings, he at once entered into that genial, personal conversation with which the *Landsmann* only is favored. As we realized what an inheritance of stern devotion to duty and loyalty to a country formed the background of these kindergarten workers of the continent, we ceased to marvel at the dictatorial

quality of their convictions and labors. The generations of national conquest and supremacy could not fail to be reflected in the temperament of such individual workers as have pressed forward in the Froebel cause in Germany. Those who have crossed the water to bring the message of radical school reform to our own country, and who have retained the empirical method or manner of presenting their convictions, have been frequently misunderstood. The reformer, who bears the scars of battle and the deeper lines traced by life convictions, may forget how to smile his good will to men, or may overlook those lesser signs of the times which the world knows as the fruits of his endeavors.

Frl. Hartmann has conducted a training school for teachers since 1862, and has started many young women of the less favored middle class to thinking of fundamental things. Her method of instructing the class was very impressive. The young women, some scarcely more than girls, were gathered about the worktables of the *Seminarstube*. At the entrance of Frl. Hartmann and her guests, all arose in greeting, and we were grateful for this opportunity of seeing the full faces of the students. As the high schools for girls are far from accessible to the common public, the training classes throughout Germany admit a younger class of applicants, and a class far more deficient in common school knowledge than are our American girls of the same age. Frl. Hartmann asked all to be seated, and when the class was composed, placed herself at the head, and in a most earnest, impressive introduction, reviewed the subject of pedagogy as a study essential to the education of every woman. Her own definite, concise, military logic could not do otherwise than organize the thinking power of these students. She then called for memorized selections from the writings of Froebel, which should best illustrate the topics outlined in her talk. As these young women uttered these weighty sentences in their characteristic, unwieldy German, we realized as never before, how direct and to the point is our English language construction. The vocabulary necessary to write or speak German pedagogy is far from light artillery.

One of the young ladies in the class seemed to read our mental comment, as she smiled an American smile across the table. When the class dissolved for a walk with the children, she slipped up to us and said: "I am from Pennsylvania, and must shake hands in English." It is a courageous undertaking for a young American girl to enter a German Kindergarten Training School, with the necessary

prospect of mastering the language, customs, and methods of mental training and the labor of studying out her own applications of it all to her future work over in Pennsylvania. Surely the kindergarten sphere is studded with heroic souls.

Frl. Hartmann led the unique procession of students and children out through the arched gateway, down the rambling street toward the beautiful private kindergarten which is located in a happier quarter. On the way we passed a great crowd of Leipzig *Volk*, who were gathered about the house where a certain man had hung himself during the night. It was a motley, curious, reckless crowd. The women ran back and forth to talk over the event, and the burly men walked back to their shops phlegmatically saying: "Such is life."

Our procession of children saw none of it, for they were bound for the beautiful private kindergarten. Soon the "less fortunate" eighty were mingled in the great garden with the more fortunate twenty, and the same sand-pile served the common purpose for all. The motley crowd within this garden wall may have caught some of the heavenly strain, as they dispersed from the scene of self-disintegration. While Frl. Hartmann led the children in a vigorous march about the garden, the students surreptitiously withdrew and rehearsed a series of *Reihen*, of beautiful dance movements, which they were preparing for the birthday of their esteemed leader. The birthday of Frl. Hartmann has become one of the neighborhood holidays, in which the children and parents most heartily participate. What could be more romantic than this morning spent among the children of old Leipzig?

One of the oldest students accompanied us to our hotel, and to the train which should carry us on to the sister city of Dresden. This young woman represented to us the coming generation who shall carry forward the work in due time. She asked many eager, earnest questions, and demanded in the name of our common cause the international fellowship, which was eagerly reciprocated. At that gay restaurant, which the foreign tourist visits among other celebrated places of interest in the city of Leipzig, was welded one more bond of sympathy, which will in the future years aid in bringing about an International Kindergarten Union.

THE FIRST SCHOOL YEAR.

KATHERINE BEEBE.

VI.

Trades, Industries, Art, Artisanship.—Were a paper to be written on a kindergarten year instead of a school year, one could keep closely to the text which heads this page, for in the kindergarten a knowledge of, participation in, and sympathy with trade life forms a definite part of the plan of work. The industries of the kindergarten are closely allied to the industries of life; the beginnings of art and artisanship surround the child on every hand, and it is easy to enlarge on any or all of these points. In the first school year, however, whether we should or not, we are found to drift far away from trade life. Our industries are only intellectually connected with the life industries which will fill hands and minds later on. While art in its beginnings forms a part of the school atmosphere, artisanship is relegated to manual training schools and the later years of school life.

But underlying principles are always to be found when sought after, and the great work principle, the hub of the wheel of social progress, is, can be, and ought to be a part of our first school year. The world's work must be done, and only the workers truly live and serve their fellow-men; hence children must be taught to work, to love work, and to work because it is right. In thinking of the sin and misery of the world about us it is easy to trace much of it to idleness and thriftlessness, and still more of it may be traced to desultory, spasmodic, and selfish work. Many people will work hard enough for anything they want, who fail miserably when duty calls them to a work which must be done simply and solely because it is right.

If the teacher, like the fairy godmother, could give her children one good gift by means of which they might fight and conquer in the battle of life, she might well choose a true industry which would become a life habit; industry which through consequent skill would result in a love of work, and industry which would hold them steadfast in the line of duty regardless of inclination.

To give a child this bent and to form this habit is in the teacher's power, although her means for reaching this end,

her tools for character-building, are not as efficient as those of the kindergarten. It only remains with those of us who are teachers to make the best possible use of the tools and means we have today, without waiting for the better ones which are being brought nearer to us every day as the world rolls on its way toward school reform.

Let us contemplate for a moment the ideal school child, the child who is never late or absent, who is in his seat at nine o'clock with folded hands and uplifted eyes ready to be led up the hill of knowledge, yearning for good habits which may be formed by the way. He gives his whole attention to the opening exercises, and a lesson in music provides a half hour's training in self-control and concentration, revealing, perhaps, something of science and literature as well. He comes to his reading class, and with the same concentrated attention learns, not only to read, but masters the subject-matter of his reading lesson and gains an added power of attention. He returns to his seat to write, draw, paint, model, or "do numbers," and works every moment of the allotted time, doing the work the best he can, and so forming daily the habits of industry which he is to take with him into life. His day goes on, class work in reading, numbers, writing, science, literature, art, and music, alternating with seat work. In the class he gets all the teacher has to give; at his seat he works so hard to do his best that he is never idle. So he becomes a well-behaved, well-informed, industrious possessor of the three R's.

This ideal child lives in the minds of teachers and parents, and also in the fond imaginations of school boards and superintendents, and those who make up courses of study. If the fifty little desks were really filled with his like, teaching would be a daily joy. But alas! it is not so, any more than that ideal teachers sit in the chair at the teacher's desk. Whether past generations, present home training, inefficient teachers, crowded rooms and hours, or poorly equipped schools are to blame we will not say; we only know that Johnny, our everyday, freckle-faced, little Johnny, falls far below this ideal. He comes late to school and is often absent; he doesn't always feel like singing our sweet little songs; he isn't always as enraptured with the latest thing in science or literature work as we think he is going to be and ought to be; he doesn't always "pay attention" in the reading class even though the subject-matter be, to us, of an intensely interesting nature; he works five minutes at his seat work and is idle or troublesome the other

fifteen; and he doesn't always do his little best at writing, numbers, or even painting. Indeed, when you come to add up the moments of Johnny's school day when he is actually and truly busy, so busy as to help form a habit, you find they are not very many; and if you weigh on the other end of the scales the many moments in his five hours when he is idle, listless, inattentive, doing desultory work or in mischief, you may well pause and wonder how far along the road to industrious citizenship he will have traveled with you by the end of June. You will have taught him to read his first reader, to write, and to know the combinations in ten, so that he can pass into the second grade, perhaps; but had you had Johnny alone, and given him all your attention, in how long or short a time, think you, could you have taught him these things; and if he is capable of learning them in the shorter time what has become of the extra hours? Is it even possible that he has begun to form the very opposite habits to those school life is designed and supposed to foster? Is it possible that he has started on the thorny paths of inattention, idleness, and mischievousness, and that he has in so doing weakened, rather than strengthened, his unfolding powers?

Now we know perfectly well that if we were ideal teachers we should have ideal pupils, so quickly does the plastic material of unspoiled child-nature respond to the master touch. We know that if we presented the right subjects in the right way the children would be held to the attention, concentration, and industry which would form the hoped-for character by their interest in the work, and by its exact adaptation to their individual needs. We know this, and we know as well how far from the ideal teacher we are in our daily walk and conversation, the conversation being considerably ahead of the walk. The most we can say for ourselves is that many of us are doing our best and are glad to be taught how to do better. Let us take counsel together as to how we *can* do better in this matter of giving our children a habit and power of industry.

There is in primary rooms a crying need of an assistant who can help the children at their seats, while the teacher is concentrating her whole soul on the little group about her. During the first weeks and even months of the first school year the children can do so little alone. Many of them have never been to a kindergarten, and many have never learned to use their fingers at all. They muss and fuss, and give up trying in discouragement over poor results

if left entirely to themselves, and what can the teacher compelled to teach her classes do about it? Often she gives them such simple, busy work that it has little educational value; she longs in vain for the assistant; she learns to put up with poor work and to tolerate anything which approaches the desired end.

In city schools of cast-iron rules and programs, any change is hardly possible in the present way of doing things, but some teachers in more favored districts have been trying the plan of giving up the first few weeks to teaching the children not only to work but how to work, before leaving them at all to themselves. It amounts to holding, for a short time, a sort of advanced kindergarten for the promotion of the habit and power of industry. These children, if the plan is a success, can be safely left alone to really work and accomplish something. The greatest danger of forming bad school and life habits lies in this necessary seat work. To realize this you have only to contrast the energetic, concentrated industry which a six-year-old, who has mastered the intricacies of needle-threading, gives to a sewing card with the work he puts on a bit of writing, number work, or even stick-laying.

This love of sewing ought to furnish us with a clew to the labyrinth of Johnny's mind. He loves to sew quite as well as little Mary does and why is it? Is it not that he so soon gains sufficient skill to have a power over his material? We all love to do the thing we do well, the thing we *can* do, and contrariwise we dislike to do the thing we do poorly. Johnny also, with his bit of sewing, makes something which is somewhat tangible and permanent. Very different is a prancing horse or ponderous elephant, outlined stitch by stitch, from a slate full of writing or a paper with a poor drawing on it. Does not this show that if we wish him to work, with love and interest for the motive and habit making power, we must plan work for him which he can do with some degree of skill, and let him, at least occasionally, have the opportunity of making something which is worth keeping or taking home? It would be necessary to take the time to give the child this degree of skill and power over his material which is to make him so much a master of the situation, when left to himself for a twenty-minute period, that he will really work. The question is left to the individual teacher, would this be worth your while?

It is no use supposing that the children have learned to work in the kindergarten until there is a kindergarten in

every public school, and a good kindergarten too, taught by a kindergartner who has some knowledge of the conditions which will surround her children in the primary room into which they are going, as well as a knowledge of the conditions which ought to surround them in their school life.

One fruitful resource for the inculcation of a habit of industry is neglected or overlooked by many teachers—the occupation known as "helping teacher." Children love to stay after school hours and do any sort of work with the teacher. She is less of a teacher and more of a friend than seemingly, though in reality more of a teacher, oftentimes, than when holding a book or wielding a pointer. The actual work which a number of children can do under the inspiration of good will is no small amount. It is a power which might be turned to account in favor of neatness, cleanliness, artistic surroundings, and sociability. School can be made a more home-like place by means of it, and that half hour of real work in cleaning boards, tidying closets, tending gardens, putting up decorations or preparing work may amount to more in the forming of a life habit of industry than the five hours of the school day.

WHAT CONSTITUTES A KINDERGARTNER.

BEULAH BENNETT.

EMERSON writes, "Infancy is the perpetual Messiah which comes into the arms of fallen men, and pleads with them to return to Paradise." What could come with more appropriate force to us who stand and plead for more room, more light, more freedom, more truth for the little ones? With the divine mission which is ours as kindergartners, teachers, and mothers, let us see what is needed by us that we may lessen the ignorance and aid each child to show himself divine. We must recognize that the kindergarten work is a science and a profession, and we will go direct to the founder and elder brother in the work—Froebel himself—for the proof of this statement. In his "Education of Man," chapter first, are found the following self-evident and scientific truths: "In all things there lives and reigns an eternal law. . . . This all-controlling law is necessarily based on an all-pervading, energetic, living, self-conscious, and hence eternal, Unity. This fact, as well as the Unity itself, is again vividly recognized, either through faith or through insight, with equal clearness and comprehensiveness; therefore a quietly observant human mind, a thoughtful, clear, human intellect, has never failed, and will never fail, to recognize this Unity. This Unity is God. All things have come from the Divine Unity—from God. . . . God is the source of all things. . . . The knowledge of that eternal law, the insight into its origin, into its essence, into the totality, the connection, and intensity of its effects, the knowledge of life in its totality, constitute science, the science of life, and referred by the self-conscious, thinking, intelligent being to representation and practice through and in himself, this becomes science of education." . . . "Education consists in leading man, as a thinking, intelligent being, growing into self-consciousness, to a pure and unsullied conscious and free representation of the inner law of divine Unity, and in teaching him ways and means thereto. . . . Education should lead and guide man to clearness concerning himself and in himself, to peace with nature and to unity with God." In one of Froebel's letters he wrote: "I would educate human beings who with feet stand rooted in God's

earth in nature, whose heads reach even into heaven and there behold Truth, in whose hearts are united both earth and heaven, the varied life of earth and nature, and the glory and peace of heaven—God's earth and God's heaven."

The application of these truths traced, as Froebel has traced them to their source, gives him the right to call his system a new science. One of our great writers expressed the same thought when he wrote: "The day of days, the great day of the feast of life, is that in which the inward eye opens to the unity of things." This opening of mental and spiritual eyes is our profession, and can we lightly, thoughtlessly, or carelessly enter so great and noble a profession? Would the physician, who holds physical life so dear, enter upon his work unprepared? Does the minister think himself competent to guide his fellow-men without proper training? Years of conscientious labor are given by the steel engraver, the engineer, the nurse, the architect. All of these seek, labor, suffer, before entering upon their life work. There are those who say: "Kindergartners amuse children, and all it requires is a little patience and love of children." Alas! that some kindergartners go into the work imbued with this same idea, underrating themselves and their mission, only to imitate and fail. Aiding the natural growth of each child and helping him to see his own possibilities is not so light a matter.

What, then, is preparation? The word comes from the Latin words meaning before and to put in readiness. Do you remember that Christ had thirty years of preparation before beginning his work? The world was many years preparing for Christ's coming, and how many more years of preparation are still needed for his second coming? The farmer tills his fields and makes them ready for the seed. The process of making man's garments commences with the sheep in the meadow; nothing comes to us without careful preparation. In what ways, then, can we prepare ourselves, and what do we need to know? Let us answer the last question first. We need to know something of

1. The laws of development of the race—and of the child—hence, psychology and history.
2. Physiology, especially hygiene and the nervous system.
3. Physics, mechanics, etc.
4. Geology, astronomy, chemistry.
5. Principles of art, music, and versification.

6. Nature, through observation first, and with the help of botany, zoölogy, etc.
7. Commerce and its laws.
8. Poetry and classic literature.
9. Pedagogy, educational history, the growth of the kindergarten movement.
10. Sociology and philanthropy.

Does this list sound impossible? Do not imagine we must know all of all of these branches; but we should at least know the fundamental truths and principles underlying each of the above, and as much more as each in the course of her development can assimilate.

How shall we prepare? By an eager, yearning desire to adjust ourselves properly to life, to the finding of our own relationships to God, man, and nature. We must learn to see with our eyes and to hear with our ears—to be able to find

. . . . tongues in trees,
Books in the running brooks, sermons in stones,
And good in everything.

Above all, we must be responsive and receptive to the world around us. We must feel our circle of knowledge widening, and our vision expanding farther and farther, as the waves of the sea,—wider, wider, farther, farther, until they encircle the round world.

You remember Froebel says: "To the educator or teacher the particular must be made general, the general particular, and both must be elucidated in life. The universe must be found equally in the drop of water and the great globe. Man must see the finite in the light of the infinite, and the infinite in the finite; which again proves God to be in His works. We must see the eternal in the temporal, the celestial in the terrestrial, and the divine in the human." And here let us insist upon at least a high school training for our kindergartners, with a course at some Normal school, and more if they are young in years or experience. And this brings us to another view of our subject—age. At what age shall we enter the kindergarten training? The poet says:

We live in deeds, not years;
In thoughts, not breaths;
In feelings, not in figures on a dial.
We should count time by heart throbs;
He lives most who thinks most,
Feels the noblest, acts the best.

so we cannot say at eighteen or at twenty-five the kindergartner may enter upon her work, for it depends upon the growth and experience of the individual.

In the kindergarten are needed women who know the needs of humanity through experience; whose insight goes to the true and lasting things; who can stretch out their hands and lift up the weaker ones. A woman who knows nothing of little children cannot meet them on their own plane. She must live with children, work with them, study them, to know their needs and thoughts, for, as the prophet of old said, "My thoughts are not your thoughts, nor your ways my ways, saith the Lord." The grown-up child looks at life with entirely different eyes from that of the little child. The mother who says, "I would not do that if I were you," forgets that the child will argue, "Of course you wouldn't, but I would." We must meet the children on their level, and help them to go beyond ours.

I am here reminded of a painting in the Children's Building at the World's Fair, which expresses my thought—a portrait of Froebel, on either side of which were the following mottoes: "Suffer the little children to come unto me, and forbid them not," and, "Come, let us with our children live." If a young and inexperienced woman comes into the work, would it not be advisable for her to stay several years under some good supervisor, thereby learning the needs of children and how to study them? Let us enumerate some of the indispensable qualities which a kindergartner must have: self-control, common sense, imagination, simplicity, tact—that indescribable something which enables her to speak the right word in the right place, to discern when to speak and when to keep silent, when to leave the child to work out his own salvation and not to crowd him by suggestions, nagging, or useless words. How many of us forget that to each individual is given a work and a purpose in life, and that work and purpose cannot be accomplished by another. The Master said: "Wist ye not that I must be about my Father's business?" And so we need to watch and wait lest we prove the "fools that rush in where angels fear to tread," that the little ones may be not what we think they should be, but what God intends them to be. Lastly, a kindergartner must be able to define her work and to tell others clearly, distinctly, and intelligently the faith that is within her; and I quote from a paper by Miss Beebe, of Chicago, who has given the reasons for kindergartens so plainly and so explicitly:

1. The kindergarten develops the threefold nature of the child:
 2. Its object is the formation of character by means of an harmonious development of body, mind, and soul.
 3. This is accomplished by means of play, childlike work, and constant exercise in right doing.
 4. The kindergarten recognizes and seeks to develop the individuality of the child.
 5. It furnishes him with companionship of his equals, through whom he gets his first lessons in citizenship.
 6. It affords the best transition from home to school life.
 7. It provides the best preparation for school life.
 8. It strives to prepare the child not only for time, but for eternity, by enabling him to grow into what he can be and what God meant him to be.
- And so we find that to fulfill our vocation as kindergartners, preparation, care, thought, consecration, and study are necessary, as well as love of children.

EDITORIAL COMMENT.

KATE DOUGLAS WIGGIN once seriously said to an Eastern audience, "The great watchword of today is *together*." She has since been quoted as having made a plea for "togetherness." The evidences of this tendency are multitudinous. Carpenters form their unions; bricklayers and masons constitute brotherhoods; printers, decorators, and even artists have their guilds and societies, while every adult belongs to some sort of a club or association. Teachers are being drawn nearer together as the pressures of educational evolution are brought to bear upon them. As the particles of crystal are inevitably and logically attracted to each other until they form a geometric solid, so men and women are governed by the unifying laws operate in nature and humanity.

The National Educational Association is ordered to meet in Denver, the city which the English Socialist, John Burns, has seen fit to describe as the "Paris of the Occident." The executive committee of the association announces that preparations for a profitable session at Denver are progressing, and the entire state of Colorado is committed to do all in its power to make the convention a grand, good vacation time for all who attend. The chairman of the Denver local committee writes that: "The excursions to the surrounding mountains and mountain parks, the comfort of the mountain hotels, the attractions and the exhilaration of life at from one to three miles above the sea, the facilities for establishing study camps and colonies in mountain resorts, will all be tendered at such reasonable prices as will enable teachers and their friends to spend their entire vacation among the mountains."

The Western school men and women are looking forward to this assembly with enthusiastic interest. They are eager to meet and hear the greatest and best in their profession, and anticipate a school revival to follow in the wake of these discussions, which promise to center about the most vital phases of public education. Ten thousand educators will, without doubt, meet together in Denver in July, 1895, for mutual inspiration, edification, and glorification. As these ten thousand men and women travel back to their respective posts,—North, South, East, and West,—they will

leave a trail of fresh vigor and earnest endeavor all along the way. This will be the thirty-fourth annual meeting of the N. E. A. The railroad concessions permit any person between the two oceans, including Canada, to visit Denver at the time of the meeting, July 5, and return any time before the first of the following September, at a price equal to the standard fare one way, plus the \$2 which are counted into the treasury of the association. An eight weeks' vacation may thus be secured at this low rate of railroad fare.

The Kindergarten Department of the National Educational Association is always one which calls forth energetic attention. With Miss Lucy Wheelock as president, we may look forward to a profitable and delightful session. Chicago will necessarily be one of the halfway centers, and it is considered desirable for as many as possible of the attending kindergartners to meet and go in a body. Anyone wishing information concerning the special train which will be reserved for kindergartners may address the KINDERGARTEN MAGAZINE. A profitable journey will be arranged for by which the two-days' trip may be made memorable. A large attendance from the state of California is already promising to meet the Eastern delegation under the shadow of the Rockies.

THE annual stockholders' meeting of the Kindergarten Literature Company will be held Saturday, February 9, 1895, at the editorial rooms in The Temple, Chicago. The statement of the year's business growth and prospects will make a most gratifying basis for outlining plans for the coming year.

FRANCES HODGSON BURNETT writes as follows in a personal letter to the editor: "One generation, one entire generation of all the world of children, understood as they should be, loved as they ask to be, and so developed as they might be, would more than begin the millennium. It is a thing to be very glad of, if we can say or write one word that helps them easier to read." We find every earnest world worker ready to urge reform in child culture and child nurture. Another prominent literary woman, Augusta Larned, writes in the following earnest strain: "I see many lives miserable from the fact that the profoundest, but simplest spiritual truths have not been instilled in youth. So many parents feel that to feed, shelter, and clothe their children is enough, letting the inner world of the child soul

grow up with untamed impulses and undirected powers. My childhood was unhappy, and I can remember all the feelings of that time most vividly. They were burned into my memory. Hence the passionate tenderness I feel for childhood, the unlimited faith I feel in the native goodness and purity of the child nature, that only needs gentle nurture and direction to acquire a foundation of happiness. Loveless childhood leads to crime, even in so-called good families, more frequently than we know of. Modern children are pampered too much; are not wisely loved, and instructed too little. But I am telling you things you know better than I do. I shall read the magazines you have sent with pleasure. I am a member of our New York Kindergarten Association and it is doing a good work. We hope soon to have the kindergarten system introduced into the public schools; the terrible corruption of our city government has heretofore hindered progress. I am deeply interested in the subject of woman suffrage. I am glad you intend to devote attention to this subject in your magazine, for it lies at the root of all others connected with our schools, especially in our cities."

THE London (Eng.) *Schoolmaster* gives, from the report of the examiner in English for an Intermediate Board of Education, some striking instances of the extent to which "children draw upon their imagination, and, without thought of guile, make fancy do service for fact." Describing the "composition" exercises sent in, the test being "A Walk in Winter," the examiner says: "One boy found in the course of his walk on a winter's day, a bird's nest with four eggs. Another heard the song of the nightingale in the course of his ramble." We ask who is accountable for this state of moral affairs, parents or teachers?

IN the article which appears in this number, entitled, "What Constitutes a Kindergartner," the author adds to the usual list of special studies two of inestimable importance, viz.: sociology and philanthropy. These sciences belong to the latter day, together with child study. We have had them with us always, but have not been conscious of their existence. The teacher needs to investigate these matters as well as sanitary and hygienic questions.

IN January, 1887, Herr Schuldirektor Küttel, of Zürich, writes in his Swiss kindergarten journal as follows: "Let us friends of the kindergarten hold fast to the great, eternally

true statements of Froebel. In the execution of these truths, and the application of the same to our various fields of labor, let us strive on, learning, improving, progressing, with self-renewing conviction and fidelity. Then will the holy fire of eternal youth burn within us, which is only fed by true affection and which never grows old, and which will keep us from growing old. Only by remaining spiritually young ourselves may we understand youth and its developments."

THE KINDERGARTEN MAGAZINE Bulletin, published on another page of this February issue, will tell our readers in concise words what we are aiming to do, what we already stand for, and what they may expect of us. The symposium program for the year is being closely followed. Any student or teacher wishing helpful matter on any of the leading features of the new education movement, may select the number from our symposium list and send for a single copy. The KINDERGARTEN MAGAZINE does not repeat itself. Refer to the indexes of the bound volumes, now six in number, and find what you want on any practical or theoretic subject kindred to the kindergarten subject. There is food for the primary teacher, the parent, the kindergartner, the Sunday-school worker, the student of pedagogy and of child nature.

EVERYDAY PRACTICE DEPARTMENT.

HOW DO WE HONOR HAND WORK?

The so-called occupation work which is presented to students in the kindergarten training schools is frequently executed in the spirit of fancy-work. Hand work is not needle-work. Hand work is not fancy-work, nor is it busy work. The attitude which kindergartners hold to this indispensable and highly important part of true educational methods, is not infrequently beneath the dignity of their profession. We find two extreme views of the value of the hand work. One class of "reform educators" goes to the extreme of making this work an end in itself. For example, the sewing of outline cards is made a rigid part of each day's program, as if it were the chiefest of manual arts. "Sewing, sewing!" is heard clamored for by the children, and only too often does the weary or uncreative kindergartner indulge the children in their devotion, in order that she may escape any demand for original effort which would otherwise be made upon her. The other class of kindergartners goes to the extreme of underestimating the true place and value of hand work in the schoolroom. This class is prone to make a keen distinction between theory work and hand work. This class of workers is found to look upon the hour for hand work as the relaxation and indifferent period of the morning's work. The theory teacher in the training school is exalted far beyond the one who merely conducts the hand work. The student in the training school is often misled by these discriminations to look upon the teacher of the "occupations" as a lesser light, and upon the various "schools of work" as a necessary, but less culturing, phase of the work.

In that day when practice is placed on a par with theory; in the day when the application of principles is considered a fine art, the humble craftsman, the skilled workman, the cultivated producer will again be honored. Today still draws an incisive line of demarcation between *professions* and *trades*. The kindergartners have a royal opportunity to help glorify the workman who adds craftsmanship to profession.

Why does the antiquarian turn the world inside out in

his search for *hand-made* treasures? Why do we cherish the scrap of "real linen" which our grandmother made with her own hands, and visit endless museums to view *original* works of art? Why is "art" put upon such a high shelf that the workman, that average humanity, must wrench itself out of joint to comprehend its message? Why is there such a division among the children of earth, some chasing beauty, others, per-force, embracing utility? Can the new education, with all its boasts, assist in bringing about the reunion of the two sisters, use and beauty? Why do the most cultured hearts of men yearn for simplicity, purity, and nobility, in clothing, food, and shelter? What are our kindergarten training schools, our manual training schools, our art institutes doing to bring about the equilibrium between the high theories and the high practices? Let us read a few of the statements made by one who has proven himself a righteous authority on this subject, in that he has combined both ideals and realities in a useful, inspirational career, viz., Mr. Walter Crane:

"The movement toward a revival of design and handicraft, the effort to unite—or rather, to reunite—the artist and the craftsman, so sundered by the industrial conditions of our century, has been growing and gathering force for some time past. The movement, indeed, represents in some sense a revolt against the hard, mechanical, conventional life and its insensibility to beauty (quite another thing to ornament). It is a protest against that so-called industrial progress which produces shoddy wares, the cheapness of which is paid for by the lives of their producers and the degradation of their users. It is a protest against the turning of men into machines, against artificial distinctions in art, and against making the immediate market value, or possibility of profit, the chief test of artistic merit."

Again Mr. Crane says with sure emphasis: "The true root and basis of all art lies in the handicrafts. If there is no room or chance of recognition for really artistic power and feeling in design and craftsmanship—if art is not recognized in the humblest object and material, and felt to be as valuable in its own way as the more highly rewarded pictorial skill—the arts cannot be in a sound condition; and if artists cease to be found among the crafts, there is great danger that they will vanish from the arts also, and become manufacturers and salesmen instead." At all events, I think it may be said that the principle of the essential unity and interdependence of the arts has been again

asserted—the brotherhood of designer and craftsman; that goes for something, with whatever imperfections or disadvantages its acknowledgment may have been obscured."

That educational method only is sound which sees the student, whether child or adult, in the light of his future usefulness. Every point of knowledge gained may be weighed with reference to its value in future application. Is the knowledge of form, color, and number more useful to the adult than the ability to apply this knowledge to the beautifying of life? A young lady was recently overheard to complain of the unnecessary hand work she was expected to do in the kindergarten training school. She was a young woman whose attire was "artistically careless," whose daily work with the children was decidedly listless, and whose general reliability was questionable. The training school was more concerned that she should be helped to become an accurate, reliable, capable woman, than that she should be able to entertain children by weaving pretty mats. "I hate this weaving and sewing and pasting!" may be the impatient exclamation of petulance; but the student who undervalues the practice which develops the above qualities in herself, and through her in little children who are to become useful adults, has entirely missed her calling. A *capacity* to do intelligent, sincere, and trustworthy work is the peculiar stuff of which genius is composed. Mr. Gustaf Larsson makes the following clear statement concerning the hand work known as sloyd, and its direct benefit to the workers:

"It is an interesting observation, which every teacher of sloyd can make with his beginners, that the pupils will consider their work very good if it varies one-eighth of an inch, and that it will be but a short time until they have grown critical enough to feel dissatisfied at an error of only one-sixteenth of an inch. And thus the habit of absolutely strict honesty will grow, increasing in intensity and clearness all the time. In the drawing which the pupil follows, the dimensions of all the parts are given, and a model is not considered correct unless it corresponds exactly to this standard."

A teacher who cannot undertake a task of hand work and complete it with interest and appreciation, has by no means the ability to build a character. The work of the carpenter is on no more material a plane than the work of a university president. Each has a task to perform, and the spiritual quality put into the completion of these tasks is

from the same source, and reveals to their fellow-men the same power. The beginnings of such accomplishments are often made in the crude hand work of little children. This work must necessarily be elementary and geometric; hence the rudimentary nature of the so-called kindergarten hand work. But the child is not only dealing with rudiments of form and color in these early efforts; he is also taking his initial steps in those qualities which are the backbone to all successful work. The effort of the school art societies is to be heartily indorsed. Artistic decorations and surroundings are essential to normal character building. But in our admiration of the great works of the masters, let us not discourage or undervalue the crude efforts by which the child takes his first steps toward becoming an artist.

Kindergartners deserve the criticism that their hand work is executed on a miniature scale; that it is too analytical and detailed. When we once more realize that the primal purpose of this hand work is to develop *capacity*, and not merely teach a knowledge of the needle's uses, we will work in a larger, freer, broader way. The chief object of the sewing, weaving, or drawing, is by no means to acquire a knowledge of the elements of geometric design. The legitimate aim should be the gaining of a capacity to discover these elements, to use them, to recombine and adapt them for sensible, suitable, delightful purposes.

We can do no better than read Walter Crane again on this subject of hand work, and our true relation to the subject, as follows: "From the poetic or artistic side, pattern might be defined as the notation of silent music. Certain decorative units are the keynotes. Primitive patterns, like primitive music, consist of very simple elements, of very few notes. Repetition is the chief factor in the development of both—repetition and rhythm. If music were discovered by blowing into a hollow reed, design might have begun by experiments with a stick on the sand or soft clay. 'Here is a sound,' says the musician; 'let us make music.' 'Here is a surface,' says the designer; 'let us make a pattern.'

"The art of pattern making might be defined as the constructive sense applied to surfaces. The ornamental designer is not so absolutely bound by structural laws as the architect; but the fact that the structural laws which govern his art are more mental than physical does not make them less binding or less real. Designing is not mathematics or geometry, but there appears to be a certain logic of

line and color in design which, given certain fundamental forms and characters, demands certain necessary sequences.

"The system on which a design is built bears much the same relation to it as the skeleton does to the outward human form, and a knowledge of the skeleton is considered indispensable to the student of the figure. If a pattern, for instance, be rectangular in its general plan, however enriched by detail, the law of its fundamental construction must be acknowledged. Every line, every form, demands a reason for its existence. The designer commits himself to a curve; that curve cannot remain as an isolated fact, or it would be meaningless. It leads naturally to a counter-balancing curve, and then probably asks to be repeated; for in dealing with curves and angles we are really dealing with forms of a most expressive language, and one which cannot be clearly articulated even, unless we have something to say. The character of a pattern, then, is governed by its plan; and although there is no limit to the diversity and variety of a design, this organic necessity will make itself felt—much as a backbone is a necessity to a vertebrate. Beyond this the character of a design must be determined by the physical conditions of its execution and its ultimate purpose.

"It is obvious that a design intended to extend horizontally, as, for instance, a running border or frieze, is naturally governed by different laws from one intended to repeat and spread itself vertically as well as horizontally over a large field, such as a wall pattern. And a design fitted for a hanging will not adapt itself to a floor or ceiling. A pattern, a design, should at once speak for itself. Its plan should declare its purpose, and its treatment acknowledge the limitations and necessities—the characteristics, in short, of the material in which it is produced, and the method by which it is worked. Such considerations as these, we all know, are necessary to the successful existence of a pattern, and when they are successfully met we have only another instance of the survival of the fittest. For it happens in practice that a pattern which precisely fits such mechanical conditions has a longer life than one which, though perhaps more beautiful, in some details does not adapt itself to its position or to the necessities of reproduction so well. This applies more particularly to patterns intended for reproduction by processes of handicraft or manufacture, but it holds good also, though in a lesser degree, perhaps, in all applied art, and can never be left out of account by the designer.

"Perfect fitness and beauty ought, of course, always to accompany each other. As a matter of fact, other conditions being equal, they do, as beauty is really organic; but mistakes are sometimes made by introducing in design elements which properly belong to other provinces of art; for instance, when a carver or a weaver aims at superficial *imitation* of natural forms in his work, rather than their constructive value in design, or ornamental effect as pattern. For pattern in its simplest form, and regarded solely in its abstract technical sense, apart from symbolism or imitation of natural form, is nothing but a series of modifications in the structure and correlation of line, such modifications being suggested or determined by the necessities of adaptation to spaces, objects, and materials.

"Taking line, then, as the basis of ornament, a simple horizontal line forms, as it were, the primal decorative unit. Repeat it in parallels, and we get at once the type of a whole series of the simplest, but perhaps the most widely-used of patterns. It gives us the banded courses of brick and marble, the reeded moldings and strings in architecture, the endless linear borders in ceramics; whilst in textiles it seems, in the ever-recurring barred and striped patterns, as if it were the Alpha and Omega of design, and that like Hope—slightly to alter the well-known line—it springs eternal on the human *vest*. But probably the same reasons for its perpetuation are found cogent both in building and weaving; that is to say, the fundamental structural necessities of both lend themselves naturally to that system of varying the surface, and it seems universally pleasing to the human race."

It would be an excellent study for each reader of this article, who has misinterpreted the purposes of the kindergarten hand work, to make a list of the various occupations designed by Froebel, and place opposite to each the corresponding art or craft which is recognized in the adult world. Then make a list of those qualities of skill and workmanship which are exercised in the child's work and in the adult's work. Then let the work be presented to the children with a view of exercising those qualities and tastes which are requisite in nature workmanship. Rambling, inorganic "inventions" have no place in the training which aims to develop power—creative power. The very word "invention" is a stumbling-block to artistic effort.

The power to apply knowledge to a given use is not the least object of education. Let us read how the artistic de-

signer must possess this power in order to do acceptable work, and let us take the illustration home to our own various departments of work, and the degree in which we have learned to apply our power. Mr. Crane says, in his lecture on Decorative Painting and Design:

"Next to beauty, the first essential of a decoration is that it shall be related to its environment, and it shall express or acknowledge the conditions under which it exists. If a fresco on a wall, for instance, it adorns the wall without attempting to look like a hole cut in it through which something is accidentally seen; if a painting on a vase, it acknowledges the convexity of the shape, and helps to express instead of contradicting it; if on a panel in a cabinet or door, it spreads itself in an appropriate filling or an organic plan to cover it; being, in short, ornamental by its very nature, its first business is to ornament."

"There exist, therefore, certain definite tests for the work of the decorative artist. Does the design fit its place and material? Is it in scale with its surroundings and in harmony with itself? Is it fair and lovely in color? Has it beauty and invention? Has it thought and poetic feeling? These are the demands a decorator has to answer, and by his answer he must stand or fall; but such questions show that the scope of decoration is no mean one."

Have we not undervalued the experiences which our children glean through their hand work, when we realize that "as the stem and branches to the leaves, flowers, and fruit of a tree, so is design to painting"?

Have we fully honored the supplementary value of nature study in its relation to geometric and "sequence" work? "With the search after and desire for beauty in life, we are again driven to study the laws of beauty in design and painting; and in so doing painters will find again the lost thread, the golden link of connection and intimate association with the sister arts and handicrafts, whereof none is before or after another, none is greater or less than the other."

An earnest kindergartner writes for help in the matter of how to secure "artistic hand work" from her children. She reluctantly confesses as follows: "My children have never been able to make the long line of paper folding, weaving, sewing, painting, etc., which is written up and exhibited frequently. They express thoughts in conceptional drawings on slates or ribbon paper, and from their point of view the drawing equals any produced by artists. We value it and see there the child's growth in observation and imag-

ination. In paper folding the law of balance is seen and the recent color ideas are followed. Weaving and sewing are always delightful to the children, and patterns in these occupations are selected for their nearness to nature in form and proper coloring. Paper cutting according to Miss Ball's method is a great pleasure to the children. Where is our shortcoming? We are not satisfied."

The difficulty would seem to be chiefly in the limited resource and artistic insight of the kindergartner. She must look deeper into the hidden truths of nature and human growth. Mr. William Morris has a message for every teacher in the land. He writes on such practical subjects as wall papers, printing, furniture, dyeing, and textiles, in order that he may reveal the truth that the same laws of beauty and proportion rule in every art and in every craft. He writes the following about designing for textiles, thereby illustrating a basic method which applies to all the various and wonderful handiwork of man. We select the more suggestive statements:

"The aim should be to combine clearness of form and firmness of structure with the mystery which comes of abundance and richness of detail."

"Do not introduce any lines or objects which cannot be explained by the structure of the pattern; it is just this logical sequence of form, this growth which looks as if, under the circumstances, it could not have been otherwise, which prevents the eye wearying of the repetition of the pattern."

"Do not be afraid of large patterns; if properly designed they are more restful to the eye than small ones. On the whole, a pattern where the structure is large and the details much broken up is the most useful. Large patterns are not necessarily startling."

"Very small rooms, as well as very large ones, look best ornamented with large patterns, whatever you do with the middling-sized ones."

"As final maxims: Never forget the material you are working with, and try always to use it for doing what it can do best; if you feel yourself hampered by the material in which you are working instead of being helped by it, you have so far not learned your business, any more than a would-be poet has who complains of the hardship of writing in measure and rhyme. The special limitations of the material should be a pleasure to you, not a hindrance."

"It is the pleasure in understanding the capabilities of a special material, and using them for suggesting (not imita-

ting) natural beauty and incident, that gives the *raison d'être* of decorative art."—*Amalie Hofer*.

CAN YOU ANSWER THE QUESTION, "WHAT IS A KINDER-GARTEN?"

A Kansas kindergartner volunteers the following explicit answer: "Kindergarten is a name derived from two German words, *Kinder*, meaning children, and *Garten*, meaning garden. It is a place where little children are surrounded by all that is best suited to their natural development, as the plants in the garden are given the soil and care best needed to their growth. Where, outside of this little world of his own activity, could the powers of his being develop to better advantage? Where could he find purer food for his mind, more joyous or healthful exercise for his body? Where could his faults be more naturally overcome, or his virtues more easily strengthened? His life now is the embryo out of which his youth, manhood, and old age will naturally unfold. With such a beginning, may we not hope for a better ending than could otherwise be possible? There are those who object to this connecting link between the home and the school, believing it absolutely unnecessary. Let them stop to consider how it fits the child for his school life. It strengthens his body, quickens his mind, teaches his eyes to see, his ears to hear, gives him the power of attending and observing, of comparing objects and drawing conclusions for himself. Others will say that this should be the mother's work. The mothers have, and always should have, a prominent part in the education of their children. They are the most natural, if not always the most competent, teachers, and the best among them are first to acknowledge their need of help in this work. In any case, this home education would deprive the child of the lessons to be learned by association with companions of his own age. Froebel declined to accept as a private pupil the only son of a nobleman on this account. Have those of you who object to the play element ever really considered what it is you are opposed to? The child comes into the world endowed with a mind, a soul, and a body. These parts of his threefold nature are closely connected and should be treated accordingly. His physical nature first asserts itself, while his moral and intellectual natures seem to slumber. The great majority of the people feel that the last named must be developed, but the two others have, until a comparatively

recent date, been partially or wholly neglected. If you attend only to his mental development his body will be sure to give way under the strain, and some one has wisely said, 'Educate men without religion and you make them but clever devils.' Shall we make of our children tender green-house plants, that blossom long before their time, then fade or wither away entirely? or shall we rather give them what is essential for the unfolding of all their natural powers, feeling sure that we shall be amply rewarded in due season?"

Hon. William T. Harris, United States Commissioner of Education, says:

"*Kindergarten work is a question of political economy.*"

"*Formation is better than reformation; prevention is better than cure.*"

"*Every case of vagabondage has its root in some neglected child.*"

"*Give me the child and the state shall have the man.*"

"*If I were asked to name one product of vice and crime that would soonest touch the heart of all good people, I would say, a neglected child.*"

A Pennsylvania woman answers the great question in this wise:

"A kindergarten is a garden in which the pliable little slips of human growth may find suitable conditions for the development of mind, body, and soul. Its idea is liberty, and that liberty must come through the learning by the little ones of the wisdom and necessity of submission to natural law. The kindergarten systematizes this teaching. Its place and need in modern progress is suggested by the remark of a leader of the system: 'Children have too little education in true liberty; they are either indulged in every way or suffer unmitigated neglect.' It is too late to argue for the kindergarten. Everyone will agree that it ought to be, and yet there is much ignorance regarding why and what it should be. It is in no sense a school, nor is it a kind of school; it is not even a prelude to the school, but rather a getting ready for the prelude. The kindergarten years are distinctively the social years, and whatever else is or is not done, the child learns the courtesies and etiquette of life so far as they come within his range; but more than this, he should be so trained as to eliminate from his disposition, so far as possible, envy, jealousy, covetousness, tendency to anger, etc. The kindergarten years are the plastic years for the disposition, and at that time the disposition can be perfected by the eradication of many undesirable

traits and the establishment of correct and pleasing tendencies of thought, sentiment, and action. The play must be genuine, and not a mere mockery. Children are to do many things by themselves and of themselves as they would do them if unobserved. The real kindergarten is bright, animated, entertaining, but finds a way to have some of the play genuine, hearty, self-entertaining. The gifts and occupations are mere incidents; the mission is largely with those intellectual, emotional, and volitional activities which right the wrong and strengthen the right in the disposition of the child."

An English woman defines this frequently misunderstood term kindergarten in the following practical manner to her English patrons:

"Briefly, a kindergarten is a place where children between the ages of three and six are occupied; or, as I should prefer to put it, where they *live*—life, much life, being *essential* to children's well-being. The kindergarten is a place, then, where children between the ages of three and six live together for a certain number of hours each day. They enjoy companionship; they have the natural discipline and pleasures which life with other children brings. They have contact with plants and animals, work and play, duties and pleasures, occupations of various kinds; hand and eye are exercised, observation and imagination stimulated, will and feeling strengthened; habits of order, attention and concentration are formed. All this takes place in a busy, active, unconscious community—unconscious, I mean, of anything except of a general sense of well-being and happiness. To such content, a small child gave expression the other day by murmuring, '*I am enjoying this lesson!*' and it continued vigorously rubbing a bit of colored chalk over a folded piece of paper—to wit, the roof of a house. The kindergarten is *not* a place where children only play; it is *not* a place where direct instruction is given. It *is* a place where children may grow and develop in body and mind; a place where there is alternation between systematic occupation and play; where the balance is held between restraint and freedom; where the rights of the individual are duly respected and also the rights of the community; where all are occupied according to their strength, and as a natural consequence is a place where children are simply and really happy. They find in the kindergarten kindly sympathy and direction, and a suitable field for the exercise of their growing powers."

CHILD STUDY QUESTIONS FOR KINDERGARTNERS.

TOYS AND PLAYTHINGS AND DOLLS.

The following outline questions are taken from the regular monthly *syllabi* sent out by G. Stanley Hall, editor of the *Pedagogical Seminary*, who asks that all answers and *data* gathered by any teacher on any of these topics be forwarded to him, to the Clark University, Worcester, Mass.

What were your own first toys?

What toys were handed down in your family, and why did they retain their charm?

Do children play with their fingers and toes?

What playthings have you observed children to love most? Make list.

What toys have you observed children to take to bed with them, or away from home when they go?

What toys do children talk to, sing to, or treat as companions?

Does the child pick up sticks, shells, stones, nuts, marbles, etc., and play they are alive?

Does the child ever play *entirely* with imaginary toys or build imaginary houses? Cite one or more incidents.

Do children create imaginary playthings which are unnatural or uncommon?

Are crude or elaborate toys preferred by children?

Describe such playthings as children have made for themselves. What materials used and how secured?

What charm has noise in toys to children, and what kind of sounds appeal to them first?

Does the child worry over lost or broken toys?

Does the child ever hide his toys in out-of-the-way corners and holes?

In construction, as with blocks, does it build high and concentrated, or spread out its blocks?

Does the child prefer old toys, familiar playthings, or does he crave new ones and many of them?

How does the child show his love of ownership? Does he use his own toys better or worse than those belonging to others?

Is the destruction of playthings accidental, in anger, from curiosity to see the inside, careless, or deliberate?

Are some toys used at special times, such as Sunday, bed time, or associated with special occasions?

What toys are loved longest?

Describe children's propensity to dress up and otherwise

personate others. Describe the setting apart of certain rooms, corners, or space out-of-doors, to represent other localities, and all involving changes of time and place.

Is any individuality of moral or other characters consistently and persistently ascribed to dolls?

Do children play at doll families, doll schools, doll weddings, etc.?

Are dolls put to sleep? What lullabies are sung, and are the children regardful of the sleeping doll?

What is the educational value of doll play? Is there any social benefit or preparation for real family life to be derived from it?

Is the imagination stimulated by the possession of crude dolls rather than of highly and realistically finished dolls?

PUBLIC SCHOOL KINDERGARTENS.

Superintendent G. V. Buchanan, of Sedalia, Mo., concluded his paper on "The Educational Ideas of the Past Year," at the recent Missouri Valley Teachers' Association, with the following tribute to primary and kindergarten education: "I believe primary teaching to be the art of arts. A bad principle warmed into germination here will bear a whole harvest of bitter fruit in the secondary school. The deposit of a single day, in the tender mind of a child, may hatch into a nest of deadly cockatrices to baffle the tact and patience of a later teacher. For fair results in the primary school the teacher *must* be, as every teacher ought to be, well prepared to develop the threefold nature of the child. Here the children get their first ideas of school and of education, and observation shows that these early impressions are lasting. If I could choose the teachers of my children until they were ten years old I would feel sanguine of the final results. It is here especially that moral truths must be impressed if they are to be most fruitful and permanent. To be worthy of a position here, the teacher must be the embodiment of the spirit which said, "Suffer little children to come unto me, and forbid them not."

The church, the state, and the school are coming to the conclusion that the moral, intellectual, and physical well-being of the race demand that the best efforts be made in the field of primary education.

When the kindergarten is a fixture below every first grade; when our primary schoolrooms will accommodate

but forty instead of sixty pupils; when teachers and pupils are no longer permitted to begin their experience together, but when the most worthy and the most capable teachers are placed in the primary grades, we may turn our gaze from this, the star of present hope, to witness the dawning of a brighter day.

A recent issue of the *Kansas City Journal* reports an interview with Mr. Buchanan in which he says: ". . . Most assuredly do I believe in the kindergarten. I want to see it introduced into the public school system of this state. As the law now stands, children are excluded from the public schools until they are six years old. The age for best results in the kindergarten is from four to six. The friends of the kindergarten movement in this state will be well pleased to have a law passed allowing the use of the public school funds to sustain kindergartens for children five years old, leaving the enforcement of it to local option."

St. Louis is one of the leading cities in this country in the kindergarten work. They admit the children to the kindergarten at six and pass them to the first-grade work at seven. This plan utilizes the public school funds for the kindergarten training, but its weakness is that it fails to utilize the most impressionable period of the child's life. The law suggested would enable St. Louis to obtain better results than now, and place the pupils in the high school one year earlier."

"Why do I value kindergarten training?" It educates the noblest qualities of the child. On his untarnished, plastic mind it impresses moral truths. Thoughts and feelings are aroused which lead the mind upward and tend to shut out immoral thoughts which will surely come to him in his later associations. At this age and by the kindergarten methods the children are readily trained to ease and grace of movement.

The work develops deftness in the hands, promptness and accuracy in the eye, and strength to the imagination. The plays and games give an accurate notion of time, an appreciation of music, helpfulness, thoughtfulness for others, cheerfulness, companionship, love for animals and good will for everything. The lunch time, overseen by the careful kindergartner, teaches good manners, sociability, and a disposition to divide with one's companions. It is next to impossible for a child to go through a kindergarten and remain selfish. The development of these and kindred qualities, with health and grace of body, are the sole aim of this

system; and the environment of the child, the methods of work, and his mental condition, all aid in this consummation.

BREATHING AS A MEANS OF DEVELOPING THE VOICE AS
APPLIED TO THE CHILD.

One of the most important helps in the training of children is correct breathing. Through it the activity of the vital organs is quickened; upon it depends the development of the chest, and through it comes voice control. It gives self-possession in the place of timidity and embarrassment.

The manner of breathing indicates the mental state; excitement, anger, fear, as well as repose, find expression through it. The normal child breathes correctly and the lower torso rises and falls with regularity. Observe it at play; see it run, skip, and jump in the bird and butterfly games, and note how much easier they breathe than an adult taking the same exercise. Sad to say, all children are not normal. Environment has much to do with this, and it is often in the power of the kindergartner to correct it.

Children come to us who have such bad standing positions that correct breathing is impossible, as an imperfect poise of the body prevents breathing from the lower torso. It is the business of the kindergartner to ascertain the cause, or causes, of this. In many cases it is due to tension; frequently the result of the negative influences of the home. Sometimes it is occasioned by clothing which is so small as to interfere with the action of the diaphragm and floating ribs.

The first thing we should work for is normal poise from within. For example, fill the child with the soldier thought, and he will stand like a soldier. Almost every form of exercise can be used in the marching to improve the standing position. I would never tell a child to stand straight nor to keep its chest up, because this would make it conscious of its defects of body. On the contrary, I would rely for results upon exercises in the plays introduced at different periods during the session. The work of the entire year should be planned with this in view, as almost every portion of it affords a proper opportunity.

For instance, when the thought is family relationship, ask how the baby does when he first wakes up. Yawn with

the arms out at the sides straight over the head and in front. This is a mild exercise for the whole body.

How do the birdies talk? Peep, peep, peep! chee, chee, chinck! twit, twit, twee! In childlike enthusiasm this cannot be done without deep breathing.

How does the kitty talk? Meow, meow, meow! How does she tell you that she is hungry? Meow, meow! How does she thank you for the milk? Mew, mew! Purr-r-r-r-r!

When emphasizing vertical and horizontal lines, ask the children to hold the piece of folding paper with pointer and "thumbkin" of right and left hands the proper distance in front of the mouth; then ask if any of them can change that from a vertical to a horizontal position without touching it. Tell them that a little fairy which cannot be seen can come right out of their mouths and change it, and with an expulsion of the breath change it. Have them do it, and see how slowly it can be done, and how slowly return to position. This is excellent for breath control.

Tick-tack can be played in various ways for breathing exercises. Swinging the arms develops the torso about the arms. This can be used for an expulsion of the breath, or for slow, quiet breathing exercise. The thought of clocks makes the child very tall and straight. In the blacksmith game, how does the hot iron sing when it is put in the water? Siss-s-s-s-s-s!

How does the chicken tell you to go and find the egg? Cut-cut-cut-cut-ah-cut! How does the mamma hen talk? How does the papa rooster talk?

How does the little whitecap, away out on the lake, say, as it shows its little head, I'm coming, I'm coming? and when it gets up to the breakwater say, I'm here? How does the farmer's horse drink? How does a dog pant on a warm day? See how slowly you can expel the breath and turn a pinwheel; how fast, and how many times you can turn it around with one breath.

What did the March wind say? What do the spring breezes say? How does a locomotive start? How does it go? How does it stop? What does the conductor say?—*Ella Parrette.*

AN HONEST QUESTIONER.

"I have several questions I wish to ask. I have charge of the kindergarten in a public school, a graded school with eight teachers and the principal. I have taught for many

years in both private and public kindergartens. Last year there were enrolled during the ten months eighty-two pupils in my class alone, the average attendance being about fifty, for the school is in the country and the distances great. Forty were five years of age, thirty-five were six, and seven were seven years of age. What is your opinion as to the merits of connecting kindergarten with the public school? Ought the children to have pure Froebel, that is, unadulterated kindergarten, or should primary methods be introduced, and to what extent? I have no assistant, and find it almost impossible to be everywhere at once. I dislike very much to teach anything but kindergarten, but is not the public school age (five years) the wrong age to start in with? What *can* we do to start a kindergarten in connection with every school (public and private) where the teacher will not be obliged to combine so many methods, and thus the pupils do not get the full benefit of Froebellian education?"

[Ans. Give the kindergarten, pure and simple, to all under six years of age. Those older than that should have primary work taught according to kindergarten methods. It is wrong to try to do so many things, and your first duty is to drop something; then you can do yourself and those around you justice. Certainly the kindergartens should be attached to every public school in the land. This is being done faster than we are ready for it, as it is already impossible to supply first-class teachers for those we now have. Learn to wait God's time for these things and not to spoil your work by doing more than you can do well.—*B. E. M.*]

SLOYD IN RELATION TO HEALTH AND GROWTH.

AIM OF SLOYD.

"The harmonious development of the pupil during the formative age."

In pursuance of this aim sloyd insists upon the necessity for:

1. Properly located, well-ventilated and lighted work-rooms, with abundant space for freedom of movement for each pupil.
2. Adjustable benches which are so constructed that they can be adjusted at any lesson.
3. The maintenance of gymnastically correct positions in the performance of all kinds of work.

4. The exclusion of all kinds of tools and forms of work tending to retard growth, to injure or malform the body.

5. Giving prominence to the use of such tools as require the exercise of both sides of the body equally, and to those which require the exercise of strong muscular effort.

6. The wearing of clothing that will not interfere with respiration, circulation, or freedom of movement.

7. The consideration of spontaneity, interest, and pleasure as the natural basis for mental and physical activity.

Sloyd teachers cannot be held responsible for poor conditions provided by indifferent school boards, but they can protest against working under such conditions; and the fact that the fundamental principles of sloyd are so generally unrecognized makes it of moment that sloyd teachers should lay special stress upon the hygienic features of the work.

Faults which must be most carefully guarded against are:

Hanging the head.

Cramping the chest.

Curving forward the spine.

Forward flexion of the body at the waist line.

Position of the feet which renders equilibrium unstable.

Exclusive use of the right hand.

Hanging the head strains the muscles in the back of the neck, contracts the chest and so compresses the jugular vein as to prevent free circulation. This position of the head is induced by too low a bench and by holding the work in the hands too low for the eyes.

Cramping the chest, which lessens respiratory power, retards circulation and tends to produce permanent deformity and loss of vitality, is induced by having the work too low, by working with the hands too near together, by dragging forward the shoulders, by curving forward the spine in work that requires a stooping position. If these points are not guarded against the posterior muscles will become so extended that the pupil becomes permanently round-shouldered. In all work the chest must be kept well forward and the head erect.

In forward flexion of the body at the waist line the abdominal organs are crowded and forced below the normal position. In all work requiring stooping, the flexion must come at the hips. In work like planing, the forward movement should be accomplished by flexion of the forward knee as well as of the thigh.

Work requiring forward movements of the body should

be taken with one foot in advance of the other. Downward movements should be taken with feet placed sideways. Standing on one foot or leaning against the bench should not be allowed.

Exclusive use of the right hand tends to produce lateral curvature of the spine by the greater contraction of the muscles of the right side. As much work as possible should be given with tools requiring the use of both hands, and much of the rougher work should be done with the left hand.

The following points will not be disregarded if the results of sloyd are looked for in the right place, viz., in the general development of the children, and not simply in the perfection of the models they make.

Sloyd work should, in every way possible, promote growth and never retard it. To this end certain physiological laws must be obeyed.

1. Respiration and circulation must not be interfered with.

2. Vital organs must not be allowed to sink from normal position.

3. Excess of muscular exertion on one side must be avoided.

4. Nothing tending to malformation of the form or weakening of the vision must be allowed.

5. Work must not be carried to the point of fatigue nor cut off at maximum of power.

6. Rough work involving the exercise of strong muscular effort must predominate.

7. The character of the work must be such as to excite and maintain the interest of the pupil without artificial stimulus.—*Miss E. J. White, Director of Sloyd in Westfield Normal School, Mass.*

THE SYNTHETIC METHOD FOR THE PIANOFORTE.

So much has been said about the pianoforte in the kindergarten, that in this connection, a few words in regard to the kindergarten idea applied practically to the pianoforte may not be out of place. There is a latent feeling of rhythm and harmony in every one, and only in most exceptional cases can a child be found who has no love of music. One sees this in the way children delight in the daily songs and games. But when begins the work of developing these feelings, of endeavoring to teach children the elements of

music as we were taught in our childish days, then too frequently are heard the expressions, "I hate music!" "I don't want to take my lesson!" or "I cannot bear to practice!" It is only the child of unusual ability and perseverance who makes progress, or gathers pleasure from such study. To the child of ordinary intelligence the study of music, if begun under ten years of age, has been regarded as a task, unless the personality of the teacher was such as to greatly influence his work. Personal enthusiasm is always a great factor in any work with children.

I have read with interest a number of articles on music in the KINDERGARTEN MAGAZINE, and, knowing the importance with which it is regarded by the kindergartner, it seemed to me she would be glad to know of a method which is eminently adapted to little children. When called upon, as is so often the case, by parents who wish their children to remain in the kindergarten the full three years, yet who desire them to have occupation in the afternoon, the kindergartner can do no better than recommend the synthetic music method. "Synthetic Method for the Pianoforte," by Mr. Albert Ross Parsons and Miss Kate S. Chittenden, is the work to which I have reference. This system is adapted to children from the age of five years upwards. It is, in its way, a "finger-play," and makes practicing a pleasure. The treatment of the subject is as far in advance of old methods as is phonetic reading in advance of the New England primer, and the results obtained are equally remarkable. As the kindergarten work is a pleasure to the children, in which they are unconscious of the stages of development, so this new method of pianoforte study is a joy to the little ones. They enjoy the technical exercises, they find pleasure in practicing, and are eager to play.

This system is developed primarily along the line of tone production. Tone is the first consideration; a graceful manner of eliciting it, if possible, but in any case pure tone. Some of the ideas of this work are as follows: The right way to handle pianoforte keys is to use the hands in the same common-sense manner as when we handle anything we desire to grasp; that a perfect system of locomotion over the keys requires arm-weight as a ballast; that all the positive exertion of pianoforte playing devolves upon the flexor, or drawing-in, muscles. Not only from a technical point of view, but from the theoretical side, has Mr. Parsons revolutionized music study. Harmony is introduced in some of the earliest lessons, and is simplified until it is as comprehensi-

ble as the multiplication table. The old drudgery of piano practice has disappeared, and in its place the pupil finds a scheme of work which fascinates, delights, and stimulates. Piano teachers from all over the country are coming to New York to study this method, and Mr. Parsons and Miss Chittenden are sending teachers as far west as California, as far south as Texas, and north into Canada. Very soon, if not already, at least one synthetic graduate will be found in every large city in the United States, and happy is it for that child who gains his first knowledge of music in this delightful, yet thorough, way.—*Katharine D. Leggett.*

WHY THE SWISS ARE WELL EDUCATED.

The conference of the Swiss teachers is being held this year at Zürich. The choice of a conference town was very appropriate, as Zürich holds an educational position second to, perhaps, hardly any town in Europe. Through the inclusion of eleven outlying parishes with the city, Zürich has become the largest town in Switzerland, its population being nearly 120,000. The educational interests of the town are under the oversight of a central school board and five district school boards. Each of the five districts chooses a member of the central school board for each 6,000 of its inhabitants. The president of this body, who is a paid official, is elected by the votes of the whole town. Each member of the central school board is *ex officio* a member of the school board in his district. In addition to these *ex officio* members, the district school boards have each from eleven to nineteen additional members. The manner in which these additional members are chosen is interesting to English readers. The united body of the teachers in each district forms the Teachers' Council for that district, while all the teachers in the service of the town form the Teachers' Council for the town. The president of the Teachers' Council for each district is by virtue of his office a member of the school board for the district. In addition, a number of teachers, varying from four to ten in each district, are chosen by their fellows as members of the school board for the district. On the central school board, besides the members chosen by popular vote, the following are empowered to take part in the debates, but have no vote: The presidents of the Teachers' Councils in the districts, the president of the Teachers' Council for the town, and a member chosen by the residents of the district school boards. There is yet

another safeguard against crude legislation by theorists in education. All regulations for the conduct of the schools passed by the central school board must be submitted to the Teachers' Council for the town, and approved by that body before they take effect. The school buildings of Zürich are of various types, ranging from the country school house to the magnificent and palatial buildings now commonly associated with towns. A school building lately completed is estimated to have cost £60,000, while a new building, planned for twenty-four classrooms and two halls for physical exercise, will cost £32,000. But it is not only on the buildings that the people of Zürich spend money. The estimated cost of school maintenance only for the present year is over £66,000, a sum greater in proportion to the population than is spent by the London school board on school maintenance and buildings combined.—*London Schoolmaster.*

THE TEACHING OF PATRIOTISM.

We are accustomed to say that the stability of our Republican institutions depends on popular education. Educate the people and the Republic is safe. The truth of that saying depends on what is meant by education. Reading and writing, grammar and arithmetic will do very little for the preservation of the state. Intellectual attainments, though they be of the highest, science developed in all its applications, knowledge universally diffused,—there is no efficacy in these, however desirable for refinement and the comfort of life; there is no efficacy in these to save a nation or avert its downfall. If conscience decays while the intellect ripens, the rottenness will spread till it eats out the heart of the nation's life and prepares the way for the triumph of brute force, or what is the same thing, of unscrupulous demagogism over liberty and right. Moral training is the crying want of the time. The one thing needful for the safety of the state is that the education of the moral sense in the young keep equal measure with intellectual discipline.—*Dr. Hedge.*

My appeal is for organic evolutionary processes in art, akin to Froebel's principles in kindergartening. The two should be united and homogeneous, proceeding from the native and national spirit to unfolded self-expression; that we should not at first divert our scholars from home to for-

eign gods, nor the dead forms of other days, but rather protect freshness of inspiration as a supreme desideratum; quicken, not pervert, spontaneity; stimulate new observation at new fountains of national power; develop personal faculties in selection, measure, arrangement, control, contrast, proportion, balance, and harmony; stimulate analysis and synthesis from nature's examples (delightful and super-abundant here) till strong foundations are laid in fortified judgment and personality that must grow the wings of creative genius far better than the mechanically imitative and merely eclectic spirit. It is interesting to note that the earlier poems of Burns, coming charged with the vitality of his highlands and redolent with the mountain flowers as with the color of his native dialect, were incomparably better poetry than his later labored and artificial English ones, just as the pith and point of Plato and Socrates were truer philosophy than the dialectics of the Sophists. And old Japan, the most artistic people of earth (keenly divining the eternal principles back of beauty), deemed it so essential to be saturated with love of country and inspiration from their nature, that even today (when exposed to ruin and emasculation from foreign inroad) her art schools retain the tradition of sending out children during recess to lie on their stomachs by the carp pools, there to memorize and reproduce, on return, fresh impressions of grace, form, color, setting, etc., before being taught historic methods of adapting these to specialties. This, at least, is starting "right end foremost," and must be ever the directest, as it is the sincerest, method.—*John Ward Stimson, Superintendent of the Artist-Artisan Institute, New York City.*

THE artist and the craftsman have yet a wide field before them, but it would be well that the former should, for some while to come, take the lead. Science has too long reigned supreme in a domain wherein she should have been not more than equal sovereign. She has had her triumphs, great triumphs, too, triumphs which have been fraught with good in an utilitarian sense, but she has tyrannized too rigidly over the realm of art. Let us now try to equalize the dual rule.—*G. T. Robinson.*

WHENEVER you find yourself criticising the method or manner of a teacher or kindergartner, take the time to think why you do so, and what better method you could suggest.

PARENTS' DEPARTMENT.

A SWEDISH SCHOOL WHICH STANDS FOR THE DIGNITY OF LABOR.

THE DISCIPLINE OF WORK WITH WOOD AND TOOLS.

Another Step.—The occupations of a child determine the habits and mold the character of the coming man. A happy, well-occupied child is forming a cheerful, persevering, patient, strong character; he is growing into the man of judgment, self-reliance, and power. He will become the one who possesses resources within himself, the opposite of the weak, easily influenced, unstable, selfish, vicious individual, for "by means of personal activity in an atmosphere of happiness and contentment character-building goes forward."

Honest work, well done, ennobles the worker; increases ever his bodily and intellectual powers; broadens his judgment and quickens his perception.

The kindergartner recognizes this, and permits no slovenly, unfinished, indifferently done exercises, but always demands the best from each child, to be performed in the heartiest and most gladly willing spirit.

The children of the poor may most need to learn to work for life's maintenance; but the children of the rich need to learn to labor for sympathy of spirit, unselfishness, and fraternity of feeling. That material which in its use obligates honesty, perseverance, exactness, is the most disciplinary; that which combines physical benefit with the intellectual is the most educational.

For youngest pupils clay modeling, sticks, the needle, work in paper, are all good; but the child, while happy in the using of these materials, and enjoying the making of many objects, knows well how perishable are all his productions. He cannot play with his clay models; his pease work is too frail for handling; his sewing cards are objects of admiration, rather than usefulness; his efforts in paper can best adorn "a tale or point a moral" (?)

Seeing the benefits of occupation, and seeing also that child nature desires to utilize its hand craft, a very able and gifted teacher, whose pupils represented homes of wealth where the child was too much served, so that indifference to the weariness of those who served, coupled with ignorance

of the trouble and labor involved in giving them pleasure, tended to render these children careless and wasteful, exacting and imperious, often selfish and ungrateful; this teacher resolved that her pupils should make their own toys, and thus learn to value and respect labor and have sympathy for the laborer. Wood was a material, pleasing and durable, which a little child could manipulate. Tools such as men used he coveted to handle, and what he produced would be truly his own creation, strong enough to serve as playthings, good enough for gifts. In the making of them he would gain abilities of body and mind; in the sharing of them, generosity of spirit. Sloyd existed for grammar or elementary schools, but it remained for Miss Eva Rodhe, of Gothenburg, to prove what children of kindergarten age could do with wood.

Come then with me into her beautiful school. Here, in a large and pleasant room, is given you a most gracious and cordial greeting from the sloyd teacher, Miss Maya Nymann. Observe the rows of little tools, the perfect little models, the benches of varying heights suited to the small people, the appliances for each part of the work, the working drawings, the stacks of wood. You admire, but question, "Are the tiny saws, these files and bits and planes, to be used by *little* children? Do girls as well as boys work here?"

A class enters from the kindergarten; the youngest is four-and-a-half years of age. She has such a serious face, such a confident manner. The teacher gives her the bits of wood; she saws them into the lengths directed, smooths the ends with a file, uses the brad awl, nails, and hammer, and gives to you, with the graceful Swedish courtesy, a square or triangle *made*, not laid, in sticks. You turn about; that boy just out of kilts is solemnly boring a hole with a big bit; he is making his wood ready for a tree label. This red-cheeked girl of six is screwing up the vice to steady her model; now she draws the file over its edge with great care; she is making a glass stand. Sticks for laying, circles for number work, geometric forms, numbers, alphabets, paper and letter cutters, thread and ribbon winders, butter slices, stands, and many toys, these little ones make. They will use them at home and school.

The bells sounds; away go these tots to have a ring game and song in German, for in addition to what American children do in the kindergartein, they have sloyd and lessons in German.

An older class enters. How happy they look, how eager

they are, how business-like their air, how at home they seem! Evidently this is the most longed-for hour of the school day.

That boy, the son of a count, puts on his apron unaided, takes out his half-made model, gives it an affectionate pat, selects his tools, and goes to work as if he were not the heir-apparent; this fair-haired girl, whose father is away in northern explorations, reveals only anxiety to explore sufficiently to find suitable spokeshave and file. A group clusters round the teacher, who in few, direct words, explains a new drawing, then scampers to their benches to execute.

An impetuous lad brings his corner bracket for critical inspection, and stands fearless of the sentence to be pronounced, with that look which says, "I know I have done it well." You rejoice with him when the stamp of the school is put upon his model. No seal set upon the diploma of later years will cause a more radiant look than does that commendatory sign.

A bright girl of nine years brings a doll's bedstead, and tells you she made it wholly, together with the mattress and pillows stuffed with the shavings from her plane, and that the hemming of the sheets and pillow-slips, the crocheted coverlid are all her hand work, and, flushing with pleasure at your admiration, says sweetly, "I'll make you one if you'll stay long enough."

Little hands hold up scoops, ladles, stocking and coat frames, footrests, canes, pointers, sleds, spades, shovels, and wheelbarrows, made of a size for real use. You wish you could take them all to prove the power of execution and the pleasure and pride therein, for many will say, as did a notable training teacher, "I don't see how such small children can do so much."

You see different sized saws and planes used; try square, gauge, compass, pit, and chisel. You notice the energy of purpose, the independence of action, the free and easy movement. Observing more closely you find the painstaking, the precision and finish of a true workman. Each child may select his own model; he may invent; he may take his own time. Rapidity, amount of ground gotten over, is not the thought; only one dominant idea prevails—work done with little or no aid, perfect and satisfying results.

Scandinavian teachers recognize the physical and educational value of sloyd, parents the practical value; thus working in wood in some form has its place from the last

year in the kindergarten forward, alternating with book learning through the whole course of public instruction.

All instructors of sloyd insist upon accurate drawing and measurements; all maintain that the child must work unaided, directed more by the working drawing and model than by the teacher; that the work must be finished so as to be agreeable to sight and touch; all value the practical and useful result beyond the merely ornamental; all exclude articles of luxury; all insist upon careful use of tools, economy of material, and exactness of copy. Attention is paid to positions of the body that the exercise be healthful. A great variety in models is found, yet there is always progression by the use of new tools, new wood, or new methods of usage.

The late lamented Miss Emma Marwedel, in her plea for the activities of childhood, declares that children are perverted, are driven into juvenile crime by the prevention of childish activity, and holds that the Republic is responsible, through its schools, for the *prevention* of crime by providing for bodily employment which shall hinder "contempt of labor, from which grows distorted views and vicious habits of life." The educational value of labor in the embryo workshop of every well-regulated kindergarten is not doubted, and the question arises, why do we not continue this "education through labor" in all grades?—*M. A. Pinney, New Haven.*

HOW ONE WOMAN'S WORK HAS EXPANDED.

The Breyfogle kindergarten of New Albany, Ind., was built by Mrs. Breyfogle in gratitude for the preservation of her life in a railroad accident. The building was erected for the children of her neighborhood and accommodates fifty, and many have been refused for lack of room this year. The training school holds its sessions there. The mothers asked to know what Froebel intended them to do for their children, and to answer their eager questions a Froebel club was organized. The materials used by the children, the principles underlying their application, selections from well-known writers on the value of kindergarten education and personal experience in the home form the basis of their study. Once in six weeks the mothers, fathers, and little children are invited to a "party" held in the evening. Music, games, a story, light refreshments and genial fellowship have made these evenings very popular. The kindergarten

is the center around which these people move. The lower Main street kindergarten is in a thickly settled neighborhood of families who are always poor. A sewing circle, composed of members of the association, furnishes clothing for the needy children who could not attend but for this help. The joy and content which grow daily upon the pinched, hungry faces of the little ones, and the increased pleasure in life which has resulted from this better influence, are convincing proofs, to those who thoughtfully visit our work, that the kindergarten is a power for upbuilding character. The old problem of interesting mothers who are absolutely indifferent, and wanting in the desire for the happiness of their children, has confronted us in this district. Mothers' meetings, friendly visits and loving sympathy have been the means of regaining many of this class, but those we have not yet reached are the ones we are anxious to help. The third kindergarten is private, under the supervision of the superintendent and the association, receiving assistance from members of the training school. It is self-supporting. A free kindergarten association, auxiliary to the New Albany work, has been formed in Jeffersonville, and will open its doors soon. The system is growing in public favor as its results are seen, and its introduction into the city schools is being agitated. Owing to the "hard times" we are not able to open other kindergartens at present, although they are asked for in several parts of the city. The pupils in the training school are studying "Symbolic Education," with the "Mother Play-Book." Colonel Parker's "Talks on Pedagogics" is being thoroughly studied by the post graduates and pupils taking the primary course. The great responsibility resting upon one who would guide the child, and the beauty of becoming fitted to direct his steps, that the unhesitating insight may develop into its greatest possibilities, is wonderfully revealed in these books.

IS THE PLAY SENSE MISSING?

Mabel S. Emery's article in the December KINDERGARTEN MAGAZINE, upon "The Christmas Doll and Humanity," interested me much. Coming under the "maiden aunt" category myself, how often have I felt a desire to swoop down upon my tiny relatives and teach them "how to play." Children nowadays amuse themselves so differently from the children of fifteen years ago. They jump rope just the same, perhaps; fly kites and "shoot" marbles in the time-

honored way; and "prisoner's base," "pitch the wicket," "hide and go seek," and "tag," go on after the same old lines. Nevertheless, with all this adherence to custom, they have not the slightest conception of the proper mode of playing a game of dolls. Even the pretty paper dolls mamma brings home after a shopping excursion—works of art compared with the paper dolls we used to play with—the up-to-date child simply looks at once, and then places on the mantel for an ornament. As for cutting out paper dolls for themselves, and manufacturing for them magnificent gowns of tissue and gold paper, no doubt such an idea never entered these children's heads!

My doll days are still the pleasantest in my memory-box. I can still remember the names of all the principal wax and china dolls, none of which my companions and I ever thought of calling by the indefinite "it." They were real people to us; children, sometimes, but more often *distributantes*, young women just entering society. Our dolls assisted in cultivating our imaginations; with them we acted out stories. The beautiful French dolls, with kid bodies and bisque heads, were, of course, the heroines, the commoner dolls playing minor rôles. When the Mary J. Holmes craze was upon us, the dolls were named after the characters in "Edna Browning," "Millbank," and others of those good but tame novels. When we had been regaled with surreptitious peeps at works of Ouida and Mrs. Southworth, the dolls' titles underwent a change; nothing under an earl or a countess satisfied us then. A visit to the theater, also, aided us in our games, furnishing material for days of new enjoyment.

It was with our little dolls, though, that we had the most pleasure. Little dolls, you understand, are the bits of china not taller than two or three inches, that sell from "two for five" to twenty-five cents each. My friends' mother permitted them to keep their playthings in a large back room upon the second floor of their house. Nobody was allowed to disturb the toys, except upon a rare sweeping day. What a boon this was to us you may readily imagine. On the floor we built houses of books or, rather, outlined houses. That is, the books were used as the side walls of rooms, fashioned after what we fancied, from our reading of English novels, were perfect models of feudal castles. Each of us had her own residence, with a wide hall down the center, the walls decorated with leather ornaments, old jewelry or metal, to simulate armor. In the dining rooms we had a

row of "family portraits," and most of the furniture throughout the "castles" was of our own making. A set of carved ivory chessmen, with horses, men, and elephants, we divided up so that each of us had sufficient soldiers to defend the castle in case of attack.

Each house was inhabited by a family of small dolls—men and women, girls and boys, with both white and colored servants. We had carriages, and took the families out visiting, driving from one castle to the others. We gave "house parties," balls, and even weddings, when one of Belle's dolls would marry one of mine; or one of mine one of Ada's. The brides were provided with elegant *tressesaux* and the marriage ceremonies were very grand indeed. As a service, I believe we never attained anything more solemn than the extract from the round game, "Oats, pease, beans, and barley grows," the stanza:

Now you are married, you must obey;
You must be true to all you say;
And live together all your life;
And now pronounce you man and wife."

Divorces, naturally, were unknown quantities to us.

When I think how we played with our dolls and houses, toy theaters and multifarious games, and how the children of the middle '90's play, I pity the latter. But, as they do not know what they have missed, in thus, as it were, being minus a sense, perhaps one need not pity them after all.—*Sarah Williamson.*

[Has Miss Sarah watched and studied flesh and blood children to any extent in the last ten years? We cannot help but feel that she has not, or she would be less skeptical about the play capacity of modern babies. There may be exceptions to the normal rule, but childhood still plays and dramatizes the world about it, repeating human history in nursery and dooryard.—ED.]

PLAIN TALK BY FATHER HUNTINGTON.

"People make serious mistakes, too, in their attitude toward the schools. What you are to do when a teacher has been selected is to place all responsibility in his hands; support him. Don't mix up governments—that is pernicious always. If the teacher says one thing and the parent another, the school is hurt and the child is hurt. It is a great mistake to discuss school rumors before the children. Don't censure the teacher in their hearing; they will go back to the school with a different feeling toward the teacher, and whatever power he had for helping them will be lessened.

If you have complaint to make, go to the trustees or committee—they have the power. Lay your case before them, and stand to it; see that it gets attention. If you haven't a good teacher, get one that is, and then uphold him. When your boy comes home and complains, don't take sides with him. You've heard only his version and his point of view; his anger or indignation is pretty sure to color what he tells. It must be an affair of great seriousness in which you are not bound to support the teacher.

CHILDREN'S CHATTER AND WHAT IT MAY MEAN.

The kindergartner's magic is in making use of her opportunities. As she sings with the happy children about the "mother good and dear, and the father standing near," she is planning how best she may help the children put their song into action. The play and work follow, in which the children do what mother does at home, or what father does away from home.

One boy asserts: "My papa drives a hack." The alert kindergartner sees here a chance to inquire about the various means of transportation, and the remuneration men get for services to their fellow-men. Who helps the hack-driver carry people? Who feeds the horse, and how is Jack cared for? What does he eat? Where does the corn, oats, and hay come from? Why, from Mr. Farmer, of course!

Another triumphant urchin exclaims: "My papa sells coal!" Down we go at once into the deep, dark mine. We find that Mr. Miner and Mr. Dealer are good friends and need each other, and that we need them both.

Fired by the marvelous heroism traced into the lives of other little folks' fathers, a less forward child takes courage and says: "My papa keeps a grocery store on the corner." From that corner we start on a series of travels; to the East we must go for coffee; to the South for sugar, and to the North for flour. We see the oranges growing in California, and follow many a crate of eggs back to mysterious hay-lofts and barnyards. The world grows wider every day, and we find it to be such a busy world! Full to the brim it is with workers, who are ever and ever getting things together for our homes. Where do all these workers live? Have they, too, homes like ours? What do we do to help make their homes?

CHILD WORK.

The dignity of labor seldom needs to be demonstrated to the normal child. Agreeable occupation gives natural vent to the growing energies, and is sought rather than shunned. Judicious direction of these energies is a kindergarten principle, and properly carried out conforms the work to the capacity of the child. The tendency to provide occupation quite inadequate to his capacity goes far toward minimizing a child's appreciation of the dignity and manliness of labor. Babying the energies weakens and effeminate. Better far that the occupation be rather in advance of the capacity of the child than beneath it.

The most satisfying results have ensued from giving free play to growing energies; for example: A Nebraska family, quite removed from large educational advantages, equipped their two boys with a small outfit of tools and lumber in a basement room. The work accomplished, though at first rather crude, was made use of in the family as far as possible, and a demand thus created for their labor. In time, not only did they do the necessary tinkering of the family, but small jobs at carpentry for the neighbors, converting and developing the normal boyish energy into marketable labor, and imparting a sense of constructive helpfulness. Another instance illustrating the same point is that of a wise mother in Chicago, whose son, in collusion with some neighbor boys, had a mania for playing fire engine. The boys were given the widest opportunity to gratify their bent; a student from a manual training school was procured as instructor, and under his supervision these boys constructed an engine house that gave a large scope to their energies.

Miss Meri Toppelius has a sloyd department in one of the city schools that demonstrates the natural adaptability of the boy to tools. Two of her boys having served their apprenticeship in the sloyd class, opened a carpenter shop on a small scale near their home, and not only gained practice in sloyd, but made practical use of it. All these cases, cited as illustrations of the capacity of the child for work and thorough enjoyment of it, suggest the benefit of physical expression of energy judiciously directed. The growing capacity and expanding force must have vent. If restrained at first the later expression is more forcible. The young boy whose energies are confined, and whose capacity for work is minimized and babied by trifling occupations, balances up accounts when he reaches college by a reckless

expenditure of energy in athletics. He must; it is the safety valve of college life, and the moral balance can only be preserved by payments on demand or later expenditure of the surplus.—*M. H. H.*

A CONVENIENT HOME BLACKBOARD.

Q. What do you recommend as a cheap, but substantial, home blackboard, which can be put out of the way when not in use?

A. The best and most effective blackboard for home or kindergarten use is opaque holland, the kind used for window shades, black or any dark color. Get just as long a piece as you have room for, or several shorter pieces. Tack them to a roller at the top and a stick at the bottom, and hang. Supply plenty of erasers and soft chalk. Lead the children to use the broad side of the chalk and illustrate with pictures every lesson possible. This adds immensely to their interest and ability to express themselves and they soon become very dexterous.—*B. E. M.*

THE POSTMAN ON VALENTINE'S DAY.

(Music, page 113, "Kindergarten Chimes.")

I hear the sound of the postman's feet
As he quickly walks along the street.
His hand is full; his letter bag, too;
There may be a letter for me or you.
Ting-a-ling ling! ting-a-ling ling!
There is nothing half so jolly as the postman's ring.

(The postman sings:)

"Good morning, friends! I'm glad to say
There's a good-sized letter for you today.
One for you; and a paper for you;
And now I'll be off, for I've work to do."
Ting-a-ling ling! ting-a-ling ling!
There is nothing half so jolly as the postman's ring.

Up to the letter box the postman walks;
With care every one in his bag he drops.
Good-by, Mr. Postman, many thanks, too,
We'd never have a letter if it weren't for you.
Ting-a-ling ling! ting-a-ling ling!
There is nothing half so jolly as the postman's ring.

—*Annie McMullen, Toronto.*

ST. VALENTINE'S DAY.—LESSON IN PAPER FOLDING.

(Tell the true story of St. Valentine.)

Today is St. Valentine's day. Children, how many would like to make a pretty valentine to take home to mamma? I am glad all wish to make something pretty for mamma. Elsie may come and give to each child one cardboard square, and Howard may come and give to each child one white paper square. (The cardboard and white paper squares may be prepared beforehand, and must be five and five-eighths inches square, as that is the exact length of a diagonal of a four-inch square.) Now the kindergartner holds up the four-inch squares in the six colors (red, orange, yellow, green, blue, and violet), and to each child is given four of these squares of any colors he wishes, and lastly is given to each one a small dish of paste. Now, all the materials being distributed, we are ready to begin work.

On one side of the cardboard is pasted the white square, forming the back of the valentine. Each child takes one of the colored squares and folds it corner to corner, making one crease; each child folds the other colored squares in the same manner. These four folded triangles are now pasted on the right side of the card, the folded crease to the edge in each case. The upper triangle flies free, so that it may be lifted, and the child may "peep in." Lay all the free triangles back from the center; paste in the middle one or more colored pictures of birds or flowers, and the valentine is finished and ready to be taken home to mamma. Will she not be glad that her little child has made her such a pretty gift? Now let us say, "Hurrah for Valentine's day!"

—*Ellen F. Burden.*

WHAT ABOUT THE BROWNIES?

Q. From a kindergarten standpoint, what is your opinion of "Brownies"?

A. The Brownies really are an effective means of education. They represent in such a pure, forcible way that which is grotesque and comical. American children need to have their sense of the ludicrous developed. It also stimulates the imagination, and Americans are said to lack seriously in this direction. The busy, active helpfulness of Palmer Cox's Brownies, their unique individuality, their cheerful undertaking of prodigious tasks, the fun and pleasure they get from life, the gayety and geniality with which

they meet and correct mistakes and depressing situations, teach great lessons in the fundamental principles of character-building. Enjoy them yourself and help your children to do the same.—*B. E. M.*

WHAT THE PEGS* BECAME.

Straight little soldiers,
Dressed in colors gay,
Red, orange, yellow,
All in bright array,
Green, blue, violet,
March, march, away.

Two abreast they're tramping,
Hear the drum beat there!
Now they're marching single file
Round about the square
All in rainbow colors,
'Tis a sight most fair.

Why! instead of soldiers
They are pickets in a row,
Fencing in a garden square,
Where the flowers grow;
What names have the flowers?
Does anybody know?

Here are red, red roses,
Merigolds, so bright,
And the yellow buttercups
Shining in the light.
Green leaves all about them,
Make a pretty sight.

Tiny blue forget-me-nots,
With their yellow eyes,
And the fragrant violet,
Such a sweet surprise!
All so like a rainbow,
Fallen from the skies.

—*M. S. H. Putnam.*

* The colored wooden pegs may be purchased at any school supply store. The common shoe pegs may be used with equal effect.
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SIX LITTLE FRIENDS.

Six little balls in a basket hid;
The red one rolled out from under the lid.

Five bright balls were hanging near a door;
The wind caught the blue one, and then there were four.

Four pretty balls lying in a row;
The yellow one was taken to send to little Joe.

Three little balls nestled on a chair;
The purple one was chosen to send to a fair.

Two little balls felt very much alone;
The green one was sent to a poor child's home.

The lone orange ball in the basket hid;
Mamma came along and shut down the lid.

—*May D. Blauvelt.*

FOR their children's sake, parents ought to be pure and clean in word and deed; to be filled with a sense of the worth and dignity of man; to consider themselves guardians of a gift of God; to study the function and destiny of man, with all ways and means of reaching it.—*Froebel.*

FIELD NOTES.

BERLIN EXPERIENCES.—The following notes are taken from the personal letters of an American kindergartner who is spending, with others, a year in study at the Pestalozzi-Froebel Haus:

Two weeks here in the *Kaiser-Stadt* finds us well started in our studies, but we also realize, as never before, how broad is the Atlantic. It is difficult to describe our first impressions of the work here. The strongest one is that of the simplicity of everything. This simplicity amounts almost to crudeness to eyes accustomed to the opulence of American life. The plainness of living, the homeliness of the duties of the students of the Pestalozzi-Froebel Haus is a salutary lesson in social, as well as domestic, economics. A course of such training promises to be very salutary to us, and might be provided for American children with great profit. One here learns the real value of essential things. As a result we have a truer estimate of our own efforts and the results of our own labor. On the other hand, we sometimes feel that some of the prettiness of American kindergartening might be mixed in with this plainness. I do not think it would be a fair exchange, however, for the sense of realness which is aroused here. I find myself wondering, sometimes, whether, if a great deal of the "glamour of imagination" were removed from much of our American work, what would remain? One realizes here the truth of Colonel Parker's words: "We must be willing to be crude for truth's sake." Also that statement of Professor Dewey, that "true imagination is on the basis of the real." This is a fundamental principle in all the work here. As a result, all the work progresses more slowly. We do not rush through so much work with the children in one morning. We do not fly so much, like so many different kinds of birdies; we do not play and imagine so many different things. But I begin to feel that we are much truer and more like the children. I am beginning to see the normal child as he is, and find him to be serious, slow-thinking, rather than precocious and highly animated. I begin to appreciate the force of one grain of self-discovery and self-effort, and work for it, rather than the mental gymnastics of which many of us kindergartners are guilty. One other great point which has impressed me is that the children *do the thing*, not merely *play at doing*. Early in the fall we all went with the children to a field to gather potatoes. The delight of these little ones, when they actually dug up some, scrambling to pick them up,—the glee of real doing was something rare to behold. The children stored the potatoes away for winter. This kind of doing must mean more to these children than all the play doing without actualizing an experience. I think of our kitchen-gardens in contrast. Since I started this letter we have had a number of German teachers to tea, in the course of which we have had a warm discussion of the kindergarten occupations. One of them has said, emphatically, that she will never again present the conventional drawing. I am to give them a lesson in free-hand work soon. Frl. Schepel is reading Colonel Parker's "Talks on Pedagogics" with us, and we are proud to draw on his arguments as authority. The chief difference between the study of central subjects here and at home is, that we possess the idea that all the world is created for man's benefit, for us and our comfort. We give this notion to the children. We approach the central subject from the self-view

point. Here the child is made to feel its responsibility and relationship to the things about him through his care and love for them. He sees that plants and animals thrive and are beautiful in proportion as he cares for them, and so learns that the relationship and profit is mutual. We have had some long talks about the stories. The German kindergartner gives as sparingly of the ideal and beautiful in her stories as she would of sweets at the table. Only on great occasions are the children treated to fairy lore. It is argued that the children of the under-class are extremely untruthful, and that it is dangerous to give them too much food for their fancies. There may be something in this argument, for the children see and hear so much of the class distinctions at home, that they are constantly in the attitude of mock humility. The poor people cringe before their betters, solicit favors, and seem to enjoy being *unterthänig*. This class attitude cannot help but encourage lying and deceit. We find Frau Schrader all we have expected. She is a commanding figure in the work. While thoroughly recognizing the purely educational phases of the kindergarten, she ever and again calls our attention to its original purpose, that of maintaining the sacredness of the home and family relationships. Nothing can be farther apart than the home-culture thought in America and in Germany. The evolution of the child as an individual begins so early in the American child, that I can see, from this distant prospective, that we only too frequently hold him as an isolated psychological phenomenon, without any regard to his relationships. The weekly program classes are deeply interesting here, as every questionable point is fully discussed. All dictation work or "teaching" is emphatically discouraged. Frau Schrader is an inspiration in every sense of the word. Her first lesson on the "Mother Play-Book" was a simple, direct statement of the home element in the child's training. The ideal kindergarten is that in which a mother leads her own and a few neighborhood children. She urged us to keep very simple, not to teach the children, not to tell them or bring them too much. She teaches the lesson from Froebel's own "Mother Play-Book," which she showed us. We were invited to her home Sunday evening, and found the visit a liberal education in itself, since some of the leading thinkers and workers of this city were among the guests, who discussed the leading questions of the day, not excluding American politics. But our life here is by no means absorbed in pedagogical seriousness. The yearly Thanksgiving ball, the philharmonic concerts, the theater, and many social gatherings with American and German friends, make up a varied program. In my next letter I will tell you of our Christmas and the visit of the Empress, as well as of our student home with Fr. Schepel.

The Three Trinities in Education.—Dr. E. E. White, of Cincinnati, spoke before the Cook County Teachers' Association, January 12, on the above inclusive topic. Dr. White bears all the marks of a pioneer and of a sturdy standard bearer in his manner. He stands before an audience of teachers and makes his statements of pedagogical philosophy with a clearness and incisiveness which is intended to penetrate to the bone. His entire personality is summoned to give emphasis to such points as he considers fundamental and essential to every teacher's work. He made no apology for himself or his ideas, but acknowledged it an honor to speak before the teachers of Cook County, to which district educators come, as it were, to set their watches. His bold, but clear and sound statements were a tonic to all who heard him. Teaching is a science and an art. A knowledge of fundamental law is necessary to the practice of this science and art. Few teachers are able to apply intelligently

a few fundamental principles. The great reformers concentrated their energies to make clear one or two radical principles. Only too often does it happen that phases of education are mistaken for principles. It requires a scientific expert to study child psychology, and the current attempts at child study, while profitable to the investigator, do not always bring ripe and substantial results. The *dilettantes* in psychology speak in empty phrases, and all unripe, premature attempts to generalize from superficial investigations should be discouraged. All earnest study is helpful to the teacher, though not always in a direct line with his work. Our teachers need a clear grasp of what is fundamental. We need a clear knowledge of what we ought to do and the power to carry it into action. We need to be grounded. In this science and art of teaching I find three fundamental and essential trinities which will abide through all time, viz.: three ends, three principles, three processes. The three ends and aims of the teaching science are: The acquisition of knowledge, the development of mental power, the attaining of skill in applying knowledge. All aimless teaching is poor. Teaching which is not measured or inspired is the sorriest of trades. That method is best which is the best means to the end; hence the importance of having the aim clearly in mind. The average educational journal is filled with devices, good, bad, and indifferent. Unless the teacher has a clear basis for judgment, she is likely to fall into grave errors. The child should be protected against the device maker. Beware of what "works well on trial." There is a far more radical test than surface success. The test should be, not what the child *can* do, but what he *ought* to do. Experiment in the schoolroom, upon the school children, is criminal. The schools in the past have failed most seriously in the matter of securing *expression* from the children. The mental power is sadly lacking in students when they reach the high school, hence the great temptation to be drilled into knowledge. The great function of education is to occasion those activities in the pupil which will meet these three ends—knowledge, power, and skill. The three principles by which we reach these ends are as follows: 1. Knowledge can be taught only by occasioning the appropriate activity of the learner's mind. 2. The several mental powers can be trained only by the occasioning of their appropriate activities. 3. Skill in any school art is acquired by practice under guidance. In discussing these laws, Dr. White said with emphasis that knowledge is possessed only by the mind which puts forth the act—it cannot be transferred from one to another. The teacher is the occasioner. Skill in any direction is the result of repeated acts, not merely of repeated words. I would give more for the ultimate success of the teacher who has a clear grasp of fundamentals, than for the more immediate and more brilliant record of one who has a head full of device. The teacher of sight and insight outstrips the teacher of methods. The three processes by which the three great ends are reached in education are: instruction, drilling, testing. Stated written examinations, for which pupils are crammed and drilled, put out the eyes of teaching. Searching oral tests may be made daily. Let us discriminate between recitations and lessons. The acres of written work which are put before us at the various great expositions are not worth a penny, as they are not fairly tested or fairly gotten gains. The next regular meeting of the association will be held February 9, and the address will be given by Professor Coe, of the Northwestern University.—A. H.

A Free Kindergarten for London.—A committee of London educators are establishing a people's kindergarten for East Greenwich. The appeal for help which they have sent out to solicit its support has

reached us, and we believe that the sound statements which it contains may be of genuine interest and benefit to those endeavoring in the same direction in our own congested cities. The appeal reads as follows: It has been resolved to offer those who are in sympathy with this scheme the opportunity of giving it their support. The names of those who have already promised their help and interest will be found below, but to meet a general desire it has been thought well to repeat here the chief grounds which have already been urged on its behalf. (1) The acknowledged supremacy of the kindergarten as an educational instrument, and the impossibility of its complete realization under the existing conditions of the elementary infant school. (2) The experience of such popular kindergartens as have already been established in the slums of Berlin, Naples, New York, and San Francisco, and their success in developing individuality, industry, and character amongst the children of the poorest in these great cities. (3) The reduction of the cost of such a kindergarten to a minimum by the offer from the Vicar of Greenwich, of premises in East street (formerly the Grey Coat and National Infant Schools), with a garden and two cottages, capable of accommodating two hundred children, and free of all charge for caretaking, rates, and repairs. It is hoped that this proposal to establish a single free industrial kindergarten in one of the poorest districts of the metropolis will secure the widest support. It is believed that an institution which has taken so firm a hold in the United States, that there are now no fewer than ninety free kindergartens in the city of New York alone, should at least receive a fair trial within the limits of London. For this purpose it is estimated that a guarantee of £150 per annum for three years is necessary to meet the expenses of plant and staff. The kind supervision of Madame Michaelis has been secured.

Iowa Kindergarten Round Table.—The first meeting of the Kindergarten Round Table, a department of the Iowa State Teachers' Association, was held in the Savery hotel, Wednesday afternoon, December 26, 1894. On account of the illness of the president, Mrs. Hugg, of Oskaloosa, Miss May Ross, of North Des Moines, presided. After expressing the disappointment of the kindergartners occasioned by the absence of the president, Miss Ross called for the first paper on the program, "The Need of Thorough Training for Kindergartners," by Miss Beulah Bennett, of Oskaloosa. Miss Bennett brought greetings to the Round Table from Mrs. Hugg, and also from Miss Hofer, of Chicago. Her paper showed careful preparation and was of such interest to all that it was asked for publication in THE KINDERGARTEN MAGAZINE. It will be found in this number. A few minutes were given to the discussion of Miss Bennett's paper. Miss Stevenson, of Independence, read a paper on the subject of "Connecting Classes." This was followed by a paper, "What We Claim for Froebel," by Miss Ida Ayer, of Waterloo. The last paper of the afternoon was an instructive and entertaining one. The subject was "A Short Résumé of the Progress of the Kindergarten," by Miss Rose Morrison, read by her sister, Miss Julia Morrison, of Des Moines. A motion was made by Miss Bennett that a committee of three be elected to arrange, if possible, for the Kindergarten Round Table becoming a permanent section of the Iowa State Teachers' Association. This motion was seconded and carried. Mrs. Hugg, of Oskaloosa, Miss Jessie Dick, of Des Moines, and Miss Sparling, of Dubuque, were nominated and elected to serve in this capacity. Those present then formed a ring and joined in singing, after which the meeting adjourned.

THE Chicago Froebel Alumnae Association held its regular monthly meeting at the Scammon School, Monroe and Halsted streets, on Wednesday, January 9, at 2 o'clock p. m. After the usual business meeting, Miss Lucy Silke, of Chicago, gave a talk on the subject of blackboard drawing. She spoke of her experience with children just beyond kindergarten age in the public schools, and recommended much the same methods in teaching younger children to draw. She dwelt on the importance of largeness of drawing, both in the children's work and in the pictures drawn for them, and suggested, since the tendency of the child is to draw in a small, cramped way, that a suitable place on the blackboard be allotted to him, and that he be encouraged to fill it with whatever object he may be drawing. As the point of the chalk makes hard, fine lines, Miss Silke recommends that the crayon be broken into small pieces, and the side of the piece be used in drawing. This results in breadth and softness of line, and makes small drawing impossible. Charcoal accomplishes the same result in work on paper, and where charcoal cannot well be used, a soft lead pencil should be given to the child. The difficulty of using a hard pencil, and the sharp, hard lines made with it tend toward rigidity in the drawing. Miss Silke recommends the constant use of the blackboard by the children, in order that they may gain the freedom of motion necessary to good work. She spoke of the necessity of drawing from the object, but as drawing is in reality a form of expression, she uses in her work, and suggests that teachers use in the kindergarten, frequent exercises in drawing from memory; that is, let the child draw some object he possesses at home, or has seen on the way to school. In this way the personal artistic element is gained in the children's work. The high, artistic quality of Japanese drawing is to be attributed to this method of working. The Japanese artist seldom draws directly from nature, but after thoroughly acquainting himself with his subject, reproduces it from memory. Miss Silke says that she also obtains better results in free paper cutting when the children work from memory.—*Emily M. Pryor, Secretary.*

MISS EMILIE KUHLMANN, of the Kansas State Normal School, who died November 18, 1894, was the pioneer kindergartner of Kansas. A German by birth, she spent eight years teaching in France previous to coming to America in 1881. And when in 1893 she was obliged to give up active kindergarten work on account of failing health, she turned her attention to language teaching, and prepared herself at the Boston University and Radcliff College for the teaching of French and German. Her success was marked, not only in kindergarten work, but in training school work. Fully one thousand teachers took special training with her in the Kansas State Normal school, and as many more in the County Normal schools, where her services were in constant demand. In her practical work, her ingenuity in devising apparatus for school work has given help far beyond the limits of the state that employed her. She was particularly fertile in resources, and originated many suggestive and helpful devices for quickening the child's impulse to learn. The number rods and reading boxes, invented by her, have had a good sale and are deservedly popular with primary teachers. Her death is a great loss to the Kansas State Normal. The December number of the *State Normal Monthly*, of Emporia, devotes much space to her memory, honoring her as the "leading spirit" of the normal faculty, the entire corps of teachers in the city doing honor to her name by attending the memorial services in a body. The world has ever been ready to honor the dead warrior or statesman. The dead teacher is also to be glorified when he or she rises to heroic heights.

AT the annual Christmas social of the Wylie Kindergarten of Buffalo, the rooms were filled with the children, their parents and friends. Holly and other Christmas greens, with numerous softly shaded lamps and potted plants, lent a charm of fairyland to the place. The tree, which had been carried into the room and nailed to the floor by the children in the morning, reached to the ceiling, and was decorated with the children's work of useful gifts made for their friends. The children sang a song of welcome, told in concert the story of the first Christmas, played a few games, and sang two Christmas songs as their special contribution to the happy occasion. The principal then requested the eldest father present to lead with his family the other families into an adjoining room, where kindergarten tables were joined together the length of the room. The patriarch and his family sat at the head of the table, and the others found places around it. It was a pleasing sight to see the big folk and little folk sitting in the small chairs around the low tables, "having a really, truly, kindergarten party." Later all returned to the large room, where parents, children, and friends played together in kindergarten games and dances until half-past eight, when the gifts were taken from the tree and the happy children gave them to their friends. A parting song was sung, and the happy families left for their homes, many of them feeling in their hearts the joy and peace which arises when they can truly say, "Come, let us live with the children." A gentleman who was playing he was a flying bird was very gently stroked on the head by a four-year-old girl, and greatly pitied "because the feathers had not come out."

PORLAND, Ore., is doing its share in kindergarten work. The Oregon Kindergarten Training School has sent kindergartners to thirteen different towns in Oregon and Washington, and in every instance a growing interest is manifested in the community. Eight of its graduates are conducting kindergartens in Portland. Two of these are free to children not able to pay tuition. In the four kindergartens two hundred and thirty children are enrolled. Owing to the general financial depression it has been difficult to raise funds with which to carry on the free kindergartens, but the teachers have announced that they will teach without remuneration rather than close the doors against their beloved little pupils. With such teachers there is no doubt that the good work will be maintained. Miss Irene Dunlap has a private kindergarten and primary school of about sixty children. It occupies a building erected according to Miss Dunlap's own plans and is quite ideal in its appointments. In these beautiful rooms the training class meets, also the teachers' study class and the literature club. After the holidays the Rev. Dr. Eliot has offered to lecture to the kindergartners on *The Iliad*.

AT the annual meeting of the Florida State Teachers' Association, seven hundred teachers were in attendance. The president, Mr. B. C. Graham, of Tampa, took the kindergarten as the keynote of his opening address, and like a fugue in music, it kept recurring throughout the entire session. A discussion on "How to Cultivate a Love for the Beautiful, in Elementary Schools," was well illustrated by story-telling, bringing out the value of the good classical story in the attainment of literary culture. The kindergarten at Jacksonville has issued a circular announcing the growth of the movement there. A little over a year ago the training class opened with twelve; it has now twenty-two. It began with one kindergarten and one connecting class, and has now five kindergartens and two connecting classes. A primary department

has been added under the charge of Miss Emma Firth, a pupil of Colonel Parker, and is conducted on the principle that "the whole child goes to school," and aims to develop all the child's faculties in the most natural manner. The entire work of the schools and training classes is under the supervision of Mrs. Olive E. Weston.

THE annual meeting of the California Froebel Society was held in the rooms of the Silver street kindergarten, San Francisco, January 8, 1895. After the usual reports from officers and committees, the following named persons were elected to serve the ensuing year: Honorary presidents, Mrs. Kate D. Wiggin, Mrs. Sarah B. Cooper; president, Miss Nora A. Smith; vice president, Mrs. Charles W. Dohrmann; recording secretary, Miss Mattie Bullock; corresponding secretary, Miss Kate Banning; treasurer, Miss A. Pelham; financial secretary, Miss Harriet Griswold; librarian, Mrs. Marie Light-Plisé; reporter, Mrs. Harriet Gerean Nordlund. Executive committee, Miss Eva Hare, chairman; Mrs. A. Roberts, Miss Mallery, Miss Mary Ames, Miss L. Manning. The "Together" committee, Miss Harriet Griswold, chairman; Miss McDaniel, Mrs. F. W. Crossett, Miss C. Griffin, Miss G. Pierce, Miss Knowlton.

THE Washington Bust Society, 119 W. Forty-first street, New York City, has the exclusive handling of the colossal bust of Washington described in another part of this magazine, by the sculptor, Mr. Wilson MacDonald, who is the oldest living sculptor in America. Dr. Wm. T. Harris has written as follows to Mr. MacDonald: "Your plan for a colossal bust of Washington, to place in every schoolhouse in the country, seems to me to be an excellent and patriotic one, and I think it could be carried into effect for a great many public schools, and from year to year pushed forward until the bust of Washington should be almost a universal presence in our public schools.

MILWAUKEE, Wis., has a unique association of women who meet once a month under the inclusive title of "Mothers in Council." They have taken their text from the Proverbs, as follows: "Without counsel purposes are disappointed." A paper is prepared and read each month by a member of the council. Some of the subjects for the current meeting are booked as follows: Heredity; The Kindergarten and the Mission of Women; The Importance of Habit in Education; Report on Observations of Children's Habits; How Shall we Educate our Girls; The Moral Education of Children; Conflicting Duties of Mothers.

"THE air of reverence in their little prayers, the tender intonations of the voice when singing of the Christ Child, indicated to every listener how the need of love and faith had been planted in their little hearts, we hope to bud and blossom in their maturity. This loving and giving spirit, this spontaneous faith, is the leaven of Froebel's kindergarten. Here the child early learns the beauty of giving to and doing for others. All their work, play, and songs foster love for everything and everybody, and the beautiful law of compensation is gradually unfolded."

MISS CHRISTABEL MASSEY, the indefatigable secretary of the London (Eng.) Froebel Society, has arranged her office hours so that the infant school teachers may have access to the society library on Saturday afternoons. All American kindergarten literature is found on these shelves, as well as that of other countries. Miss Massey writes heartily as follows: "I think your magazines both very good. Anyone interested in kindergarten matters ought to take them."

THE primary teachers of Cook County, Ill., are following a course of study with Miss Annie Allen in educational seat work. It is needless to say that this work is calculated to replace the aimless, unpedagogical "busy-work" with such of the kindergarten work as may be scientifically appropriated for the primary school. The lessons occur alternate weeks, at the Athenaeum, Room 55, Van Buren street, Chicago, beginning January 26, 10 A. M. Progressive drawing will be presented at the same place, on the alternate Saturdays, by Miss Hoeffler, of the Cook County Normal School.

Emerson's Advice to a Daughter.—Finish every day and be done with it. For manners and for wise living it is a vice to remember. You have done what you could; some blunders and absurdities no doubt crept in; forget them as soon as you can. Tomorrow is a new day; you shall begin it well and serenely and with too high a spirit to be cumbered with your old nonsense. This day for all that is good and fair. It is too dear, with its hopes and invitations, to waste a moment on the rotten yesterdays.

I CANNOT express my delight in "Christ Tales," and "Stories from the Masters." It is so much better to teach little ones the purest and best *at first*. Why spend the time on nonsense to be unlearned, while so many beautiful things are at our command that will benefit for a lifetime? The beauty of sentiment, united with simplicity of language, is exquisite in both books.—*Editor Table Talk, Philadelphia.*

AT the midwinter convocation of the University of Chicago, President Harper announced that a department of pedagogy was now established, with Professor John L. Dewey in the chair. This department is intended to help students to an understanding of the science of imparting and educating. All of regular school grades will be considered in the school of methods, including the primary and kindergarten.

MRS. L. W. TREAT is engaged by the city school board of Saratoga, to give a course of her thoroughly profitable child-study lectures. During the early winter Cohoes, N. Y., had the same privilege, and have secured the promise that Mrs. Treat will return to the "Spindle City" another year. Mrs. Treat is familiarly called the "kindergarten evangelist."

EVERY primary teacher should be a regular subscriber to the Cook County Normal School *Envelope*, which comes each month, containing the printed outlines of lessons from the primary to the higher grades, as well as the appropriate subject-matter in convenient arrangement. A theory in the hand is worth two in the bush, as this envelope proves.

THE National Council of Women of the United States meets at Washington, February 18, 1895, and will continue in session for two weeks. As the International Kindergarten Union is represented in the council we may look with interest to the report of this congress.

WILL some California teacher or kindergartner write us an outline of her plan of nature-study work? A kindergartner going to the western coast, after an experience with eastern surroundings and conditions, wants hints on science study in the poppy land.

WILL some Toronto kindergartner write an account of how Queen Victoria's birthday is kept in the Canadian schools and kindergartens?

BOOKS AND PERIODICALS.

"The Kindergarten of the Church," by Mary J. Chisholm Foster, is the title of a new book which has long been looked for. Mrs. Foster makes an intelligent plea in this volume, that the church may take up with vigor and zeal the kindergarten work, which is so peculiarly appropriate as church work. She also urges that the primary Sunday-school teacher should be professionally trained, and writes a most discriminating article on the subject of Sunday-school music. If these three pleas could but reach the ears of "the powers that be" in Sunday-school work, this blessed Sunday hour would come to be the most delightful of all the week to little children. We quote the following paragraphs from Mrs. Foster's book: "The kindergarten of the church is a new departure in Sunday-school work. The time has come when thoughtful persons interested in young children are looking for better methods in the primary department and infant classes. The Sunday-school has realized that from twenty to thirty minutes' time given to their instruction one day in seven, amid unsuitable surroundings, is not all the care and time which the church ought to give to them. The methods, too, have been left to the individual tastes and inclinations of the teachers, who often labor with the best intention, while conscious of a total lack of training for this work. There is the normal training for teachers in other departments of the Sunday-school, but the primary class teachers have few aids in this most important work of all. The kindergarten is spiritual in its highest sense. Many who are interested in the kindergarten of the church have used the term "secular" when referring to the kindergarten of the public school. This is a mistake." "Whether the child is in the day school or the Sunday school his mind is the same, and may be reached and cultivated by the same universal methods. If he be favored by having contact with a well-trained teacher during five days, that little one is wronged, if, on the Sabbath day, he be placed in charge of a teacher unfitted for the privilege she has of leading him to think of God and truth in another form. The church needs, and should use, the best helps known, because teaching the fresh mind of childhood how to grasp and understand the Word of God is a heaven-given blessing and privilege. In our day schools teachers pass examinations given to test their ability for their work, and if incompetent or unfaithful they are excused from service." "The necessity of having noble sentiments and worshipful emotions taught in song cannot be too strongly emphasized. A book upon the subject should be written by a master musician with Christian courage—one who has conscientious adherence to principles of truth, as given in both literature and common sense. Some of the meaningless, barbaric, empty, so-called 'hymns' would then fall into disuse, and in their places we would have such hymns as should be taught to children; for if the words, 'The hymns drilled into memory in youth remain as spiritual and sentimental solace to the end of time,' be true, we cannot be too careful." The second part of the "Kindergarten of the Church" is devoted to a practical application of all that has gone before. Its short, suggestive chapters are headed as follows: "Inspiration, consecration, work, and play results."

"George Washington, Day by Day," by Elizabeth Bryant Johnston. Price \$2.50. A volume compassing in the three hundred and sixty-six days the anniversaries of the daily doings of nearly forty years of the life of the great general. The book is finely illustrated with seventeen full-page halftones of the historical scenes connected with his life. The facts have been very carefully gathered, and being completely indexed it forms a valuable reference book for the children studying American history, as well as a most interesting daybook for the boys and girls who have learned to look upon Washington as the father of our country, the record of whose slightest actions have an interest to the true-born American. The author says in her preface: "Washington's life is the history of the early life of the nation; his name is linked with every eminent name and with every pivotal event of the latter half of the eighteenth century." "The aim will have been achieved if the youthful reader realizes the immense labor, devotion, and chief attributes of George Washington." Dr. William T. Harris adds his cordial approval in the following personal letter to the author: "I have received a copy of your new work on Washington, 'George Washington, Day by Day,' and although I expected much, I am really surprised and delighted to find what a remarkable collection of excellent sentences and paragraphs, historical and critical, and, I may add, philosophic, you have brought together in one volume. I think that this book should go into all the schools as a reference book, furnishing the teacher with texts for talks on patriotism. It should go into the families of the land, because it contains what is best in the life of Washington and in the history of his time in such a popular form that it can be read and appreciated by all. Many deep sentences of wisdom, when found in their original context, are beyond the capacity of the ordinary reader. But the same passages when taken out of their context and printed in the form of proverbial sayings are read with interest and profit by all. Allow me to congratulate you on the great success which you have achieved in this book, a success which I am sure is due to your long previous studies in the events of the life of Washington."

"The Wagner Story Book," by William Henry Frost. Chas. Scribner's Sons. Price, \$1.00. A series of "Firelight Tales of the Great Music Dramas," interpreted by the light of the changing, glowing coals, and flickering, dancing flames, and fashioned into a unit for the "sensible little person" who listens with intense interest to the stories read into the fire for her. The great stories of Parsifal, Siegfried, Brünhilde, and the rest are simplified and fitted to the mood of the changing, picture-making fire. And though all that is told is seen right in the fire, yet they are like things that must have happened long, long ago. "The fire goes down a little and everything looks darker. It is night now. Here on one side is a church, all dark, and on the other side, where the light still shines, I can see the bright windows of the palace, where they are making preparations for a grand wedding tomorrow." And in the story of the Nuremberg Meistersingers, "Somebody cries that the watchman is coming; the people scatter right and left, and by the time that little flame there under the andiron has burned up and shown itself to me as the old watchman's lantern, it shines on nothing but the quiet, empty street. But there is more light than the watchman's lantern, for our new stick is beginning to burn now. The night must be past, and, if the night is past, it is Midsummer day. It is not so bright yet as it might be. Let us put on still another stick and have all the midsummer weather we can." And when the captain of the blood-red sail reëm-

barks, "I see him go on board his ship again; he is calling to his men; they are hoisting the sails; see the red flame spring up again. The storm comes again, too. Look at the black smoke that is like flying clouds, and hear the wind up there around the chimney." What can be more fascinating than these fire pictures to illustrate the stories Wagner has made classic? Mr. Frost has shown genuine genius in his unique handling of these stories.

THE increased demand for students' helps in the study of the works of Pestalozzi and of Froebel have brought out two valuable books in the last month. "How Gertrude Teaches Her Children," by Pestalozzi, as translated by Lucy Holland and Francis Turner, comes in a well-edited edition from the press of Swan, Sonnenschein & Co., London. C. W. Bardeen, the school-book antiquarian of Syracuse, is naturally the American publisher. The letters in which Pestalozzi embodies his experiences and methods are translated with great feeling, and the spirit of the author is not misinterpreted by the limitations of one translator. The editor's preface indicates the educational revolution which was general at the time Pestalozzi was at his work, and finds Ruskin, Maurice, and Rossetti struggling with the same social evolution. Pestalozzi may be more generously and conscientiously studied by all educators, and none should offer criticisms based on ignorance of his actual accomplishments. The editor of this new volume of Pestalozzi literature takes occasion to correct the mistranslation which has too generally been accepted of the word *Auschauung* as interchangeable used by Pestalozzi, and by no means confined to the more external phrase, "sense impression." Those teachers who have traveled in Switzerland will find the notes in the appendix of great interest, as they will be able to follow the Swiss reformer from station to station of his work. Pestalozzi's "Leonard and Gertrude" has appeared in several editions, and is considered an essential part of every teacher's library; but there is very little in it pertaining to teaching. It is mostly a story of German peasant life, interesting because it made Pestalozzi famous. But for some reason the sequel, "How Gertrude Teaches her Children," has been neglected. A translation of some parts of it appeared in Biber's "Life of Pestalozzi," and some of it appeared in Barnard's *American Journal of Education*. But a complete translation now appears for the first time, and for the first time makes English readers thoroughly familiar with Pestalozzi's ideas of elementary instruction. No more entertaining and instructive pedagogical work than this has ever appeared, and teachers are urged to secure a copy at once.

"Illustrative Blackboard Sketching," by Bertha Hintz, is sent out by E. L. Kellogg & Co. It is a handbook containing illustrations and working rules which will be practically suggestive to teachers searching out ways of illustrating. Miss Hintz is a teacher of methods in drawing, formerly of the New York Normal Art School. The only difficulty with the model sketches is that these are represented as charcoal lines on a white background, necessitating the reversal of effects, when the teacher seeks to produce like results on a blackboard with white lines. The author remarks: "The blackboard sketch should be the work of a moment, to exist but a moment, and should be erased when it has answered its purpose. The work is done from memory or from the imagination. For cultivating the power of sketching rapidly a few lines which suggest the thought of the object, and that in presence of the children, and at a time when the illustration is needed, systematic practice is neces-

sary. The sketches may be crude at first, and the facility not gained as soon as expected, but will in the end produce good results." The book contains twelve pages of illustrations, grouped according to the succession of type forms followed in the usual kindergarten and primary departments.

THE Eva Rodhe Model Series in Wood Work, for primary grades, compiled by Maya Najmann, comprises thirty-five plates with working designs for fifty models, and a brief treatise in Swedish and English on the series as it is in practical use in the Eva Rodhe Manual Training school in Göteborg, Sweden. No word need be said of the value of the hand work represented by such a model series. It is the natural expression of childish energy educationally directed. In this series the standard geometrical sloyd designs are given largely, but interspersed with some rather playful designs of traced pattern, in imitation of life forms. This, of course, would be for the very young primary children, and rather a game among the occupations.

"The Ethical Teaching of Froebel" comes to us from London, containing two excellent essays on this vital subject by Mary J. Lyschinska and Therese Montefiore. These essays were originally prepared for the prize contest arranged by the London Froebel Society, and have answered many questioners who have sought to study, Froebel's thought. The little volume is worthy a place in the choicest teacher's library. Miss Lyschinska has for many years been the teacher of method in the London infant schools, and is a graduate of the Pestalozzi-Froebel Haus of Berlin. Madame Montefiore was well known in English kindergarten circles up to the time of her death. The volume is dedicated to her Imperial Majesty, the Empress Frederick.

A STUDENTS' edition of Chaucer in one volume has been prepared by the Rev. Walter W. Skeat, of the University of Cambridge. It forms a complete edition of the poet's works, the text used being that of the six-volume "Oxford-Chaucer" now in course of publication. It is supplied with all the help necessary for the student in the shape of glossaries, and contains also a life of Chaucer, an account of his writings and of their early editions, and a brief discussion of the grammar, meter, versification, and pronunciation. It will be published in England by the Clarendon Press and in America by Macmillan & Co.

SEE the description of the new book, "George Washington, Day by Day." Every family reading table should possess itself of this treasure. Washington's birthday can be commemorated in no better way than by a family reading from the life of Washington. This is just the book for boys and girls who are searching for heroic stimulants.

PUBLISHERS NOTES.

New Offers.—The following special combination offers are made to every new subscriber to the KINDERGARTEN MAGAZINE for 1893: One subscription (\$1.50) and one copy of "Child's Christ-Tales" (\$1.00) for \$2.00; one subscription (\$1.50) and one copy of "Friedrich Froebel Year-book" (\$1.00) for \$2.00; one subscription (\$1.50) and one copy of the "Kindergarten Sunday School" (\$1.00) for \$2.00.

All manuscript intended for publication in the KINDERGARTEN MAGAZINE should reach the editor's desk before the sixth of the previous month. Manuscript for the *Child-Garden* should be sent in no later than the first of the previous month.

Of the six bound volumes of the KINDERGARTEN MAGAZINE, Vols. I, II, and III are completely exhausted; Vol. IV, a limited number in stock at \$3; Vols. V and VI, full stock, \$3. Regular yearly subscription \$1.50. These volumes are bound in scarlet silk cloth, completely indexed, and contain excellent outlines of Practice work, Sunday-school work, Gifts and Occupations; rich in experiment and exhaustive discussions.

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English Price Lists, giving values of our best books and magazines in English currency, can be secured for Canadian and English teachers. Send for same to forward to foreign friends in time for their orders.

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Educational Clubs should secure our rates before ordering society printing, such as reports, stationery, etc.

Wanted—Back numbers of KINDERGARTEN MAGAZINE. We will exchange any other number you want in Vols. IV, V, or VI, or any books of same value in our catalog, for any back numbers of Vols. I, II, or III. Address Kindergarten Literature Co., Chicago.

We will send to anyone subscribing for KINDERGARTEN MAGAZINE, and desiring "Symbolic Education," by Susan Blow, both for \$2.50; *Child-Garden* and "Symbolic Education," \$2; KINDERGARTEN MAGAZINE, *Child-Garden*, and "Symbolic Education," \$3.25.

Wanted—January, 1893, and March, 1893, numbers of *Child-Garden*. Other numbers exchanged for them.

Always—Send your subscription made payable to the Kindergarten Literature Co., Woman's Temple, Chicago, Ill., either by money order, express order, postal note, or draft. (No foreign stamps received.)

Pictures for the Schoolroom.—For three new subscriptions to the KINDERGARTEN MAGAZINE and \$4.50, we will mail you any ten of the following appropriate pictures, size 9 x 7 inches: Statue of Abraham Lincoln in Washington; Benjamin Franklin and His Kite; The Boy Columbus; George Washington; "My Dog," by Landseer; The Gleaners, by Millet; Home Coming Sheep, by Maure; Wild Cattle, by Landseer; Pied Piper of Hamelin, by Kaulbach; Aurora, by Guido Reni; The Blacksmith, by Beck; Murillo's Child Jesus and St. John; St. Anthony and the Infant Jesus; The Christ Child; The Guardian Angel; Raphael's Madonna of the Chair.

Our readers are invited to forward manuscripts of stories, songs, or articles on any phase of the kindergarten work. The same will be carefully considered. The author's name and address should be plainly written on each manuscript, and stamp inclosed for the return of same if unavailable.

Primary teachers, send five two-cent stamps for a copy of the KINDERGARTEN MAGAZINE, containing the article on "The First School Year," by a practical, experienced primary teacher.

The Kindergarten Magazine is now in its seventh volume. Each current number constitutes a symposium program, which is devoted to the discussion of a special topic. These, the important departments of all educational work, are presented from many and varied standpoints. There is help for the primary teacher, the parent, the kindergartner, the Sunday-school worker, the student of pedagogy and child nature.

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Vexed Questions.—Teachers, parents, and kindergartners are invited to forward their questions concerning any practical or technical points to the editor of the KINDERGARTEN MAGAZINE, answers to be made in the columns of each number of the magazine.

Child-Garden can be safely recommended to parents who want kindergarten home helps. It places before them the seasonable and current work being carried on in the actual kindergartens. \$1.00 a year brings the choicest, freshest, of child-story, song, and play into the home. Single number 10 cents.

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EXPRESSION IN CHILD-GAMES.

S. H. CLARK.

IN contributing to the symposium on expression, the question I put to myself is, What has the specialist in expression to say to the kindergarten specialist, within the limits of a brief paper.

Spontaneity, Originality, Individuality are words never absent from the conversation of our kindergartners. This is as it should be; this is what Froebel taught, and what modern padagogues preach. So I would say then to the kindergartner, there is great danger she may forget the very essence of Froebel's philosophy in conducting the child-games. There are so many young teachers, gracious, tender, true, who will not trust the soul within them to express itself truly, but must, perforce, follow a standard of expression as pictured in a book or in the example of a teacher. There are hundreds of teachers today who have a lackadaisical, drawling inflection, a tilt of the head to the right or left, a tootsy-wootsy pout, a made-to-order smile, a patronizing melody whenever they address the child. And why? Because they are trying to put on simplicity (honestly, conscientiously, I admit, but yet putting on,) instead of being simple; acting every minute, and utterly oblivious to the fact that the children are unconsciously copying tone, gesture, attitude.

The word I would utter then is Enfranchisement. Trust yourself, trust the child to express truly what both truly feel. If there is one principle more than another upon which kindergarten work rests, it is that when the child feels he expresses, and what he expresses is an infallible guide to what he feels. There is no such thing as a child expressing what he does not feel. He may not express what the teacher *thinks* he feels, but we can rely abso-

lutely on the fact that the expression is true to the antecedent condition. Could I impress this upon the young kindergartner; could I free her from the fear that, unless she knows how to make her feelings manifest through voice and gesture she cannot express herself truly; could I assure her that psychology supports this view, and all careful, patient teaching verifies the theory—then might this paper not have been written in vain.

Some objector may say, What, no such thing as a child expressing what he does not feel? Why, little So-and-so is a consummate actress. I answer, It is a poor judge of child-nature who can't discriminate between the genuine and the simulated expression in a young child.

The book and the teacher above referred to may give an excellent pantomimic presentation of the thought; but this is of no avail except as a guide by which one may test the appropriateness of the child's expression. Let me illustrate. Suppose the child is playing a game through which, let us say, dignity is to be inculcated. The book or the Normal training has told the kindergartner that the head should be carried high, erect, and in the school she finds a child whose head droops and whose chest sinks. Now it cannot be denied that the drooping head and sinking chest are not characteristics of dignity; but too often the teacher aims at a *particular* manifestation of dignity, and tries to make the child experience a sensation, so that the expression shall be like that which the teacher has in mind. And while on the subject I should like to add, that an occasional kindergartner is to be found who, having lost patience with herself in trying to get the expression, tells the child to throw out his chest, hold up his head, be a man, and the result is *stiffness*. I am informed that this kind of teacher is not a rarity in the lowest primary grade of some public schools. To resume, the head of dignity, the carriage of manliness, can come from dignity and manliness, and in no other way. So far as my observation goes the young teacher is too anxious to get her results quickly; she does not take the time to develop the feeling within the pupil. She has a model to which the pupil's expression must conform, the model of the book; and she too often forces the pupil into conformity with this model without any regard for his individuality; and the great misfortune is that the perniciousness of it all does not become apparent until incalculable harm has been done. The teacher prides herself on her beautiful results, and the parent praises

the kindergarten for teaching the child such lovely things, which it can perform for the benefit of mamma's visitors to the request, "Show the lady what you learned in kindergarten." Yet all the while the spontaneity of the child is being sapped and the seeds of affectation sown in soil only too ready to receive them. Now to another aspect.

Can it escape the notice of any observant eye that most of the children standing around the ring in any game are doing the same thing at the same time? (Not to be misunderstood, let me say that there are certain games where action in unison is beneficial, thus teaching the child to do as he is told, and to subordinate self to the mass.) Do we not see that all flap their wings at the same time; rise and sink, turn right and left, bend and bow at the same moment; jump and crawl to imitate the frog and caterpillar in exactly the same manner? Yet I think a study of expression and psychology should teach us that with the exception above, just in proportion as a class of children express themselves in the games as one child, in other words act in concert, so is their training false, meretricious, wicked. Unison is not what we want. Forty children cannot and do not feel alike to order. No; we want the harmony of forty lovely souls animated as far as possible by a similar thought, but that thought colored as it passes through each mind by the individuality of the child; and the gesture and action consequently diversified.

I know a child who sympathizes keenly with the fluttering of the butterfly's wings. When she plays butterfly the most prominent idea is naturally the up and down movement of the wings, which she always imitates by holding the arms out to the side horizontally, and bending the forearm in towards the body at an angle of about seventy-five degrees, and then raising and lowering the arms with the elbows as the most prominent features. She has not been to kindergarten. If she had been to one I know of she would have held the arms out at full length and flapped her hands. But the child was right. She had seen a butterfly and had noted how small was its body compared with its wings. She felt the size of those wings, and used her arms as I have described, because these wings were big sails to her. The flapping of the hands at the end of the full extended arm, while the child dances around, does not express to this child, at any rate, the flight of its little friend. Try it and see. So when forty tots are all flapping their hands (or even their elbows) in the same way, at the same time,

to represent the butterfly, I say three-fourths of them are lying and their faces show it.

This is a harsh term, but I mean it. I cited the case of the little girl to show how that child represented the butterfly's flight. But not every child so represents it. Therefore when forty represent it in one way, some of them, if not all, are simply imitators of the external, of the conventional; acting (or pretending to act) what they do not feel, and the face with its forced smile and sickly look of *malaise*, as much as to say, "Am I not doing it well?—oh, how sick I am of this!" gives the lie to the action of the arms.* Children are the greatest of imitators, and the timid and slow ones always wait until the others take the initiative and then ape them. Parents in making marked distinction between young children, and unconsciously asking the elder to begin, or lead the other, or in many other ways keeping the younger one back, are to blame for this a great deal; but the true teacher will be she who gives the right impulses to these slow and timid ones, and does not use the bright ones as models for the others to copy—a sort of cross-cut to perfection in the game.

How many have seen the "kindergarten smile"? that grimace which the child makes in his endeavor to express some pleasant sentiment which he does not feel? Oh, oh, it is heartrending! Does the conscientious teacher ever think what she is doing when she tells a little one to smile when he says certain words? to bow here and look sad there? I believe honestly she does not, and I write these lines to warn her of the danger. I know a school where they begin the day with prayer. The little ones slowly raise their arms aloft, and gradually bring them down, palms together, in front of the face, head bending forward, while the children sink to the floor on bended knees. The eyes close and the prayer that should rise like incense heavenward sounds like blasphemy. Do you know upon what principles this sacrilege is committed? On the principle that if you assume the externals of an emotion there will be a tendency to call up that emotion within. I believe that to a large extent this is a scientific truth, but I think it is equally true that such a process *will never call up an emotion that has not at some time been experienced*. Too much stress cannot be laid on this truth, a truth which teachers of expression, as well as kin-

*It is proper to add that even after the children get approximately the same idea of a feeling or emotion, the utmost care must be taken to stimulate variety of interpretation. If this cannot be done, drop the game.

dergarten teachers, are prone to overlook. Assuming an attitude to induce an emotion breeds hypocrisy when the subject does not know what the emotion is.

What child of four or five or six knows what prayer is? Some fond parents are sadly fooling themselves in trying to teach prayer to infants, yes, and often to very good sized infants. I often wonder if we might not account for some of the irreverence, some of the light regard in which *true* religion is held, and a large part of the hypocrisy, by the fact that, when a child reaches the age when religion might become a living, vital force within him, whether the constant iteration of holy things, pronunciation of formulas and catechism, in his childhood, have not made the eternal verities mere platitudes. Think then what it must be to teach prayer by reflex action!

The reasons for this state of affairs are at hand:

First—A large number of kindergartners have been trained by teachers of expression who were hardly competent to do Normal work in a kindergarten. These latter give the young kindergartner certain standards of criticism, saying this gesture should accompany that thought, and this attitude should go with that mental condition. They teach the students-in-training to relax by telling them to let go here, and let go there, and never think of inducing relaxation, ease, through thinking relaxation and ease. They try to remove the tension of awkwardness and bashfulness by gymnastics! They think by putting a teacher in an attitude of, say nonchalance, they are teaching her to be nonchalant; but all the time never dream of training the Normal pupil in the method of *inducing* the gesture through development of imagination, stimulation of the proper nerve centers. Oh the other way is so much easier! A sort of patent adjustable process, which will give everybody who possesses the patent right ability to adjust himself to the universal mold. The young teacher gets to rely on such teaching with the results before indicated: a warping, shriveling uniformity.

Second—Convention rules too many of our kindergartens. The young teacher leaves the training school, and although she may not have been trained by an expression specialist, too often tries to get the same manifestation of an emotion that she found in her Normal work.* Then the visiting kindergartner-in-training takes her cue from this

*I know more than one Normal school where this practice is deprecated strongly; in fact most Normal schools do. Yet it exists to a far greater extent than it should.

school, and so on, and so on, until the same attitudes and gestures and other accompaniments of the games are found in fifty schools in fifty different cities.

Third—The desire to have things run smoothly; to have an appearance of getting the children to work together; and this is largely for the benefit of visitors.

I say, then, to the kindergartner, be free; trust yourself, trust your little ones. Instead of seeing how nearly you can get them to act together in their games, see how much you can stimulate diversity, which means individuality. Study the means by which man makes manifest his emotion; get all the teaching you can, get all the criteria, study textbooks of expression, statuary, painting, everything that will give you hints on expression; but use this knowledge simply as a means whereby you may enter into the very soul of your holy charges and so stimulate them to become men, not puppets. Enfranchisement is the word. Express yourself as you feel you want to; give that expression teacher a wide berth who says you must make this curve and that inflection just so and so. To thine own self be true and you will make true men and women of the darlings that loving parents give without fear or trembling into your sacred charge.

University of Chicago, February, 1895.

MRS. LOUISA PARSONS HOPKINS.

MARGARET ANDREWS ALLEN.

MRS. LOUISA PARSONS HOPKINS was born in Newburyport in 1834, and educated in the public schools of that town. She also attended the Putnam Free School, which under the guidance of William H. Wells was far in advance of the average high school of the day, both in methods and acquirements. The young people of that time also had the sympathy and inspiration of Colonel Thomas Wentworth Higginson, who, then a young minister, was settled over



MRS. LOUISA PARSONS HOPKINS.

the First Unitarian Church of Newburyport. He gathered the young people about him into classes for advanced studies in literature and talks in the lines of the most advanced thought.

Later, for a time, Mrs. Hopkins, then Miss Stone, taught in the Putnam school, as a successor to my sister, Jane Andrews, and during that time I was her pupil. I especially recall her teaching of English literature. Not content with the ordinary time allotted to the class, she proposed we should meet with her at each others houses on Saturday afternoons, for the study of the English poets. I well remember the enthusiastic interest she inspired in us on those afternoons in our study of the "Canterbury Tales" and Spenser's "Faërie Queene," and our delight in the exquisite descriptions of Keats. I never look upon a brilliant, frosty winter night without recalling

The snow upon the convent roof,
Lies sparkling in the moon.

which I first learned to appreciate on one of those delightful afternoons. This ability to excite interest, and even enthusiasm in study, has always been one of Mrs. Hopkins' great powers in her educational work. There was no wooden, mechanical toil over construction and form in our study of the poets, but a real grasp of the indwelling idea, thinking with the poet's thought and seeing with his eyes.

In 1853, she and my sister together entered the West Newton Normal School, then conducted by Eben F. Stearns, and in which Horace Mann also took a great interest. Here Miss Lucretia Crocker, who later was a member of the Boston Board of School Supervisors, was one of the favorite teachers. Miss Stone here held a high place in scholarship, and graduated as the poet of the class of which my sister was valedictorian. After graduating she taught in academies and high schools for some years with marked success, until her marriage.

When her children were growing up around her she established a school in her own house for them and the children of her friends. In this school methods were introduced far in advance of the ordinary school methods in vogue at that day, and the progress of the pupils was quite phenomenal. This school continued for seven years. At the end of that time she was appointed lecturer on psychology and pedagogy in the Academy at New Bedford, and after four years of this work was called to Boston to take the position on the Board of Supervisors which had previously been filled for ten years by her friend and former teacher, Miss Crocker. During all this time she had been a prolific writer, mostly on educational topics. She had written "Educational Psychology," which was highly praised by President Mark Hopkins and Dr. Andrew P. Peabody; "Natural History Plays," "How Shall my Child be Taught?" and "Handbook of the Earth." Of the latter book, her old teacher, William H. Wells, then superintendent of the Chicago schools, thus writes: "It is the most philosophical treatise on geography I have ever seen." During this time she also wrote "Motherhood," a poem which was received with much interest and commendation, and also "Breath of the Field and Shore," a collection of her shorter poems. During her connection with the Boston schools she wrote "Observation Lessons and Elementary Science for the Use of Teachers," and, finally, "The Spirit of the New Education."

With philosophical and advanced views on education, it

is no wonder that she soon sought out the needs in the school system and worked with untiring energy to introduce such measures as would conduce to their greater efficiency. With her knowledge of the mind of a child, she realized that suppression and punishment never lead to such good results as energies well directed and the inspiration of properly developed activity. Education should ennoble, not deaden the higher nature. These convictions led her to a crusade against corporal punishment—a barbarism still extant in too many schools—and the introduction of manual training as a moral as well as a physical and intellectual education. In regard to corporal punishment, she succeeded in lessening, though not abolishing it. Let me quote her own words on this subject, taken from her "Spirit of the New Education." She says: "It has been thought the schools are distinctively for the training of the mind. The soul must not be included in the consideration of the child's progress while in school I go into the schools and try to analyze the child-nature. Can I separate and disconnect body, mind, and soul, in order to meet the demand of the day for purely secular education? I might as well undertake to dissect living bodies. My attitude toward the child is such I cannot deal with him piecemeal. He is a threefold unity to me. If I shut my eyes to his soul I cannot see the child at all. His body is not himself, his mind is not all of himself; where is his love, his joy, his desire, his responsive self? The very first thing I see in a child is sympathy and that is the first thing I offer him. . . . Outward conduct is the expression of inward conditions; we must treat conduct symptomatically If a child has no moral ambition plant self-respect as a ladder by which he can climb to it; do not complete his degradation by a degrading punishment. Handle the child's moral nature as if it were that of a child and not of a man—attack it where you can find it, there is always some open way; do not knock at a closed door. Suppose Peter has done something really bad; is he therefore a bad boy? Suppose he repents even before his punishment is indicted and means to do better, who then has a right to punish him? The teacher says: 'I told Peter I should punish him, he knows he deserved it, and I must punish him because he deserved it, and for the good of the school as an example and warning.' What a monstrous attitude for a man or woman to take toward a little child!"

"What is the legitimate object of punishment? Certainly

reformation His—the teacher's—business is with the *needs* not the deserts of the child."

Manual training she succeeded in introducing into the primary and lower grammar grades, and also formulated the Elementary Science and Manual Training for the Boston course of study, which has been copied all over the country for school courses.

She was chairman of the Massachusetts State Commission on Manual Training, and furnished much of the material for the report of 1891 on that subject, a large and exhaustive document, which has been much in demand. She prepared a science exhibit of Massachusetts woman's work in the Columbian Exposition, furnished four papers for the Educational Congresses, was on several literary and educational committees, and on the list of honorary vice-presidents of the International Educational Association.

Previous to this, in 1890, she spent some months abroad, visiting manual training schools in behalf of the Massachusetts State Report. But this prolonged overwork proved too much for her strength, and she was obliged to resign her position on the School Board of Supervisors in March, 1894. After taking a well-earned and much-needed rest, she intends to resume her work of writing and speaking in behalf of the new education.

Mrs. Hopkins during all these years of public work has retained her home at Eaglesnest, on the banks of the Merrimac river, near to the home of her lifelong friend, Harriet Prescott Spofford, and on the outskirts of the old town of her birth. Here she, with her husband and five children, spends the summers.

The account of Mrs. Hopkins would be incomplete without quoting a few of the many press comments on her work at the time of her resignation. The following is a portion of a notice from the Boston *Daily Advertiser*, of March 16, 1894:

"The old utterance 'call no man happy till he is dead' cannot be applied to Mrs. Louisa P. Hopkins, who has just retired from the board of supervisors of the schools, for hers is the rare privilege of living to see her influence and work appreciated and having it unstintedly praised. Her influence upon educational systems is marked, and each one of her steps, called too progressive sometimes at the time of taking, has proved her superior knowledge of the matter in hand, which she seemed to be aware of, not only

by serious thought, but by instinctive comprehension of the growing mind.

"Of the several books upon education she published, one especially created much talk on account of the liberal and almost unique ideas she advanced: 'How Shall my Child be Educated.' A part of it deals with the actual work accomplished by a class of children, which covered such a large amount of matter as to call forth many protests as to the way the scholars needs must, according to the way of thinking of the critics, have been crammed.

"Under ordinary methods the criticisms would have been justified, but under Mrs. Hopkins' sympathetic rule the scholars had absorbed their knowledge not only with no effort but eagerly, having been stimulated to acquire. To her a child's brain was not an object to be filled with dry statistical knowledge from which it revolts, taking each statement as received to reject it at the earliest moment, but a sensitive organ, sensitive in its absorption of what is of interest to it, and as such she supplied its wants, creating the desire to learn with such infinite skill that the scholar pushed on of his own accord, as he does to read another chapter in the story book with which he sits enthralled.

"Perhaps her theory can in no way be so tersely demonstrated as in her own words from the above-mentioned book: 'Here is a class fresh from the awakening love-training of the kindergarten. Their observing and constructive faculties are all alive and waiting for material to grasp and use The education of the senses should be carried on in the legitimate field of observation—the material works of nature. He—the child—wants to learn for himself to work with his own tools; nothing escapes his memory, which is so graven in by a lively interest . . . take him into the woods as Emerson took his classes . . . or follow Agassiz to the islands and shores What is there in all books so valuable to him as what he will learn without them? To philosophize and systematize? that he may postpone. Fill his cells with honey first and the future pupa will thrive in time.'

"Such remarkable theories—which she demonstrated beyond a doubt with her class—were not allowed to pass unchallenged, and to Mrs. Hopkins' vindication there came Colonel Higginson, who by a letter to the *Woman's Journal* upheld and applauded her, believing in her and telling why in such a convincing manner as to bring to a comprehensive understanding of her ideas those who were exclaiming against what they knew not."

A writer in the Boston *Transcript* speaks in these words: "Mrs. Hopkins' services to the Boston public schools in the direction of elementary science teaching, manual training, the extension of kindergarten ideas and methods, the inculcation of personal responsibility and cultivation of self-discipline, will be more and more fruitful as time goes on. She promoted kindergarten methods in primary schools, initiated and formulated elementary manual training and prepared a manual for observation lessons in the primary schools, and elementary science in the grammar schools. These she did not present as movements on separate lines; but through her study and deep appreciation of psychological laws and educational principles, she made them parts of one forward movement in mental and moral methods. Her work was also especially valuable in that while she fully recognized the need of system and sequence in education, she brought into schoolroom duties that sympathy and inspiration which removed from them the dangers of formalism and invested them with the spirit of freedom and progress, of life and growth. She made the teachers believe in themselves by leading them to feel their own possibilities and the possibilities of the children; and she aided them in the fulfillment of these possibilities. She stirred them to action by example, by coöperation, by counsel, and always stood by to lend a helping hand. She was brave in her support of the right, brave in attacking the wrong. The direction of public attention to corporal punishment in the schools as a relic of barbarism, and as a feature unworthy of our schools, and its consequent abatement through the substitution of wiser methods of discipline were largely the result of her efforts. She advocated earnestly and consistently a broader æsthetic training than obtains in the Boston schools, and no one has spoken more earnestly for a liberal art culture in the schools than she. Her whole influence was an appeal to every teacher for a broad interpretation of education, for a realization of child nature and child needs, and for a loving consideration of the humanity and divinity lying in every child."

THE WIND'S SONG—IN THE TREE TOP.

WILLIAM S. LORD.

Here in the tree top rest awhile,
And hark to the wind that brings,
From over the bay, far, far away,
The song it so sweetly sings.

To a Babe:

I dipped my wing in the green-gray sea,
The drops I scatter are pearls to thee;
And each white pearl is dream on dream,
For each is a drop of the slumber stream.

And over and over I've kissed the clover,
And kissed the dew; a world-wide rover
From mountain and valley all sweets I bring
To bless thy dreams while slumbering.

Then sleep in the 'tree top, baby mine;
Close those big brown eyes of thine.
The clover bloom and the dream-pearl's spell
I sing, my love, and all is well.

The wind in the tree top ever sings,
And this is another song;
A stronger stave from over the wave
For the boy with the curls so long.

To a Child:

Hurrah for the lad
In breeches clad!
And a blouse like a sailor man;
The boy for me
Is such as he,
I will give him a coat of tan.

How the ribbons flap
On his sailor's cap
As if they would blow away!
His curly head
Looks well in bed,
I will give him a nap each day.

He's never afraid
Of man or maid,
In that he is just like me.
The water moans
When he throws in stones—
We are one when he smites the sea.

So hurrah for the lad
In breeches clad!
And a blouse like a sailor true;
He's brave, he's free,
He resembles me—
I love him enough for two.

A rollicking song was that just heard,
Here's one in a different key;
Of beautiful days now wrapped in haze—
A song of the days to be.

To a Youth:

I fill the sails of wonderful boats,
I hurry them on, I hurry them on;
And many a beautiful banner floats
As I go wandering hither and yon;
The birds of paradise pour their throats
And fill the air with ravishing notes
'Till all of the present is gone.

The gilded clouds away in the west
I bear along, I bear along;
The silver moon I rock to rest
And send the moonlight with my song;
And all of the heart's desires the best
I waft to thee in the tree-top nest
For all to youth belong.

O youth, sweet youth, with wondering eyes,
I bid you see, I bid you see;
For all of the future is your prize,
And all good things may come to thee;
The sunset cloud, the boat that flies,
The songs of the birds of paradise,
All, all are yours to be.

And once again I pray give ear
To a song that shall blend in one
The future, the past, the present. At last
The song of the wind is done.

To a Father and a Mother:

Here in the tree top, blessed days
Shall come to thee and thine;
Hither returning, various ways
Shall into one way twine.

Summers of gladness, untold joys,
Beneath this roof you'll find;
Facing the future with your boys
Nothing shall prove unkind.

Ever the present will be blest,
Ever the past unfold
Beauty to fill that place in the nest
That is hers of the heart of gold.

LANGUAGE, EXPRESSION, GESTURE.*

MARY E. BECKWITH.

In all things there lives and reigns an eternal law.—*Froebel*.

FOR the present, language, expression, and gesture shall be spoken of in an idealized rather than a logical way. It is through the ideals that the soul grows. Logic may be brought to bear upon the subject later.

For our present purpose it may then be said that language is thought expressed through the vocal organs and by means of words. The modern use of language includes written words also. Expression is thought made manifest. Gesture is the expression of the emotions by means of the muscles. Reading embraces all these.

The first lessons in language, expression, and gesture should be given in the kindergarten, just as the elementary study of numbers, form, and color, belongs there. Think for one moment of the opportunities afforded in the kindergarten for language and expression. On the checkered table in front of her the child has outlined with the sticks a chair. "Whose chair is it, Edith?" asks the kindergartner. "It is papa's big chair," Edith replies. "Ah, it is the chair papa sits in when he takes you in his arms, and tells you stories, is it?" Visions of Red Riding-Hood, and other cherished stories, together with the home feeling that papa's arms give her, come to the mind of Edith. Ask her something more about the chair. Now notice the love and warmth that have crept into the tone while the clear little voice says, "It is papa's big story chair, and it is right close to the fire in the library." Be assured that Edith will the more readily seek papa's arms that evening, and beg for a story, than if that little thought of love had not been called forth. Herbart says: "Instruction will form the circle of thought, and education the character."

This single incident suggests the varied opportunities for self-expression during the daily lesson with the Gifts. The period for weaving, sewing, and other hand work affords a quiet, happy time for short stories, songs, and conversa-

* The writer of this article most gratefully acknowledges her indebtedness to Dr. Charles Wesley Emerson, of Emerson College of Oratory. It is through his deep, broad study of these principles that a clear, practical application of the æsthetic revelation of this subject is made manifest.

tion, into which the spirit of life may enter so fully. If we expect this spirit in the quiet work with the gifts and occupations, what should we look for in the games and songs? But if this life be wanting in one exercise, it will surely be wanting in all.

The kindergarten games, what are they? and what qualities are they calculated to develop? There are few primary teachers, certainly no kindergartners, who do not realize the importance of this period in the kindergarten day. Games! games! an outward expression of the inner conception of the life of the birds, bees, flowers, and trees. In fact, all animal and vegetable life is, for the time being, to be interpreted and expressed by our little *dramatis personæ*, even including the trades and occupations of this busy world.

While leading the children in the games, have we given a hint of the free *life* to be expressed? If within ourselves there is even a glimmer of the true, deep meanings, the child grasps them, and when playing the games will express far more than we have given him. "The boy plays in real life, and it is by play that he realizes for himself his imaginings." The truth of his "imaginings" depends upon us.

It is into the games that gesture enters so naturally and so fully. How was it defined? "The expression of the *emotions*;" and these emotions must be awakened through the kindergartner's conception of the life and movements of the bird, or the bee, or of whatever form of life with which the game may concern itself. Here we need the spirit and not the letter of the law. Our pony in the kindergarten is much truer to the spirit of life with two legs than with four. The little mouse may run to her hole on two legs or four, just as the child at the time conceives the activity. Often our sparrows in the kindergarten represent the poor, half-frozen, starved little creatures we see on a cold, snowy morning. This is not the aspect of the sparrow's life our game calls for. It is the lively little chirping creature of the summer we are seeking to impersonate. Again, in the song, "Birdies in the Greenwood," we do not imitate the stuffed birds in the kindergarten window. How antagonistic the mere thought! The stuffed bird in the cage has no life, and the poor, little human imitators have just about as much. When playing "The Farmer," we rejoice to see one or two children unconsciously wander away from the circle, scattering seeds. There is no danger that this will create disorder if Jamey has wandered away of his own free will, instead of obeying a glance from the kindergartner.

Let us ask ourselves the serious question, Are all these actions or questions from within? or are the first external? Accept this as a truth—these actions *must* emanate from within, or they will never find the inside of Jamey's heart at all.

Songs are not intended to be acted out in detail, and perhaps no movements at all are made; but the mind is expected to grasp the meaning of the life of the song, which the voice and face express.

When a kindergartner sees a child with a sober face singing such a song as,

"Come little leaves," said the wind one day,
"Come over the meadows with me, and play."

she should wish that the child did not open his mouth at all. It is better to take no part than to say words without any heart in them.

All kindergartners will acknowledge that what has been said is true, but how shall we effect a change. Forget everything for the time being but the one word, Life! Walk with it, talk with it, eat with it and sleep with it. But remember that Life has no mincing gait; Life has no affected tone; Life is Truth. It can admit of nothing less.

Thus far we have considered expression in the kindergarten. How does this life-feeling effect the reading in the primary school? The one in charge of the kindergarten should be familiar with primary methods. If the kindergarten form part of a graded school the kindergartner should be the principal of the primary department. The primary teachers should understand the kindergarten system in order to conduct the work successfully. The kindergarten spirit should be felt in all the primary classes. The kindergarten room should be open to any primary pupil before school or at luncheon time. The primary pupils should join in the kindergarten games upon special occasion. In fact, the bond of sympathy between these two departments should be most carefully nourished.

After nine years of primary work upon kindergarten principles the fact has been demonstrated to the writer that, in order to make true, comprehensive readers of these young pupils the spirit of the games must enter into the reading lesson, and the story should be frequently dramatized. Much has been said regarding number work, form, and color in the kindergarten, but many of us have lost sight of the part the kindergarten should play in preparing the way for language, expression, gesture, or reading.

Herbart says, "A child is free who can easily be roused in all manner of ways, easily excited by unsuitable treatment, easily taught, turned, put to shame by the right word; then we rejoice at the sight, and prophesy good things of him. But, "Whether he becomes free or not, and to what extent, depends on psychological accident whether he is absorbed *first* in the calculations of egoism or in the aesthetic comprehension of the world surrounding him. This accident ought not to remain one." Let the kindergartner see that it does not remain one.*

Any kindergartner placed in a position where she has been able to survey the educational field, advanced, perhaps, as high as a thorough high school grade, must have noticed a reactionary movement. I have in mind the surprising truths that were made evident when Cornell University gave those offering themselves for matriculation an unusually severe examination in English Literature. That is an old story to us now, but what is the effect? Other universities and colleges acknowledged that they would meet with the same result did they give the same examination. We all know what followed—general dissatisfaction. This soon reached the preparatory schools. The language used by the colleges to the high schools was very plain, to this effect: "After due consideration it has been determined that students expecting to matriculate for this institution will be examined more thoroughly than heretofore in English literature." Then followed a list of English authors to be read, and the study of English literature outlined. At the last meeting of the Association of Colleges and Preparatory Schools in the Middle States and Maryland, convened this year at the Johns Hopkins University, the subject of English literature was further discussed, and this suggestion made: "Hereafter, a student presenting himself for examination shall be requested to *read aloud* some English selection, since it is found that many who understand the rules of rhythm, etc., cannot give an intelligent rendering of a simple poem." Rather a startling statement!

In order to meet this demand the course of study from the high school down through the grades was modified. The primary grade should feel this change, and if the pri-

* NOTE — "The essence of formation of character is defined as "'a making' which a pupil himself discovers when choosing the good and rejecting the bad." This rise to self-conscious personality must take place in the mind of the pupil himself, and be perfected by his own exertion. To place the power already existent, and in its nature trustworthy, in the midst of such conditions that it must infallibly effect this rise, is what the teacher must conceive as possible, while he must consider the great work, for all his efforts to reach, understand, and guide that power."

mary also the kindergarten. These are the two grades that we are especially considering, and it is the voice of authority that forces us to read the signs of the times. We are not to place more work upon the primary pupils, nor take them from the kindergarten at an earlier age. In this psychological era every voice cries out against such an action. The tendency is rather the reverse. In private schools it has been demonstrated that children remaining in the kindergarten until the age of seven, and even then still allowed to join in the kindergarten games, advance more rapidly than those removed earlier. The inference is easily drawn. Let us quote again: "Education consists in leading man as a thinking, intelligent being, growing into self-consciousness, to a pure and unsullied, conscious and *free* representation of the inner law of Divine Unity, and in teaching him ways and means thereto." It is because of the truth of this statement that pupils who commence reading from the printed page at the age of seven advance more rapidly than those beginning earlier. If this be so, what should be the mental and physical condition of the child at this age? To what extent prepared for language, expression, gesture?

1. The child should be filled with the spirit of loving kindness and helpfulness to all classmates, as well as to the teacher. If this spirit is not sufficiently developed to enable the child to exercise it toward the most unfortunate as well as the most favored, there still remains something for the teacher to do. This willingness to give of oneself is the great law operate in all rapid growth and development.

2. He should be able to understand and accept the laws governing the everyday actions of human life. The bedtime hour should not be dreaded by the child. The laws of politeness at table and elsewhere should never seem antagonistic to him, nor the quiet necessary in the schoolroom; his moral nature is not right if they do seem so. In other words, he is a citizen of a republic, and should feel himself in harmony with the necessary laws governing this republic, at present made up of his home and school life.

3. The child should feel himself in harmony with all games; both indoor and outdoor sports. These are the means of his truest development. The kindergartner and primary teacher should take great interest in the games of marbles, top, kite, ball, etc. The marbles and tops should always be welcomed and enjoyed by both boys and girls before the kindergarten opens, and at luncheon time. The kindergartner or teacher who cannot take a leading part in

these games is to be pitied, for she loses the opportunity of giving some of her best ethical lessons.

The child is beginning to be "free" now. Let us see that he continues to develop toward greater freedom.

This step from the kindergarten into the primary department is of vital importance, for it is the introduction of the child into another world—the world of symbols and signs. This world of symbols and signs continues through the remaining school days, and, in fact, throughout life, and it is impossible to place too much importance upon his "introduction to it." Are these symbols or words to express life, to call to the mind of the child the things for which they stand? It is the *word* pony, now, instead of the prancing child in the kindergarten. It is the *word* sparrow, and not the child, hopping and chirping. We read now the *words*,

Birdie in the greenwood
Sings so sweet and clear.

Do these words convey to the child's mind the real objects? If they do the voice will report the fact. "The voice is the *natural* reporter of the individual." We have reached "manhood" and are no longer attended "by the vision splendid." Our children even see it fade into the light of common day," and our voices no longer know how to exercise the power the Creator gave. The rose is the rose, and expresses none of the rich depths of its perfume. We say to the ocean, "Thou glorious mirror, where the Almighty's form glasses itself in tempests," and our tones express a looking-glass, in which we see the features of the iron merchant. The pony to the schoolboy is the wooden hobby-horse of the nursery, and even that amount of life is often not suggested by the voice. The birds are stuffed ones in the museum, with glass eyes, stiff legs, and no power to move the wings. Indeed, we of this generation should have great respect for the Redman, who expressed such awe and terror at the first sight of a written letter that conveyed so much meaning. To him it was the voice of the gods on paper. Every word lived. He had the making of a great orator in him. To his mind the word tree had not only branches and leaves, but the birds and the squirrels were among them, and even the beast of prey ready for a spring. We cannot say that we want our children to be like the Indian of so many years ago; yet it is the same vividness of comprehension we desire. The written word was a source of terror to the Indian. We would have it full of life and meaning to the child, without the terror.

Take the simple word cat, and let the mind dwell upon it a few moments. Is it a beautiful Angora with her sweeping tail on the handsome rug before the fire? Or is it dear old puss, curled up asleep on her own special cushion? or the mother-cat in a mad frolic with her kittens? Stop right here and think of the different feelings these simple pictures call up. Now with your voice and attitude express these different aspects. This is a self-imposed examination. Has anyone pronounced herself perfect? Yet the word "cat" is a symbol, placed right over the soft, furry, breathing friend of our fireside.

From all that has been said, it is quite evident that to gain the desired result the mind must hold before itself, while reading, the object of thought. This is more easily said than done, yet to the kindergarten-trained child it should not be difficult, provided his introduction to the art of reading is what it should be. Let the mind dwell upon beautiful objects of thought, and the voice expresses beauty. The mind holds before itself the waving branches of the trees, and the voice seeks its way out, and finally expresses the mental picture in music to the moving branches.

Dr. Emerson says, "As the mind thinks mystery, grandeur, or solemnity, the vocalized breath is shaped into forms of corresponding expression In the throat there is a beautiful instrument, made by a Master hand; made by Him who loves music as no human being can love it; made by Him who so arranged the planets that they are nightly played upon by the Divine Spirit as He sweeps them onward in their courses; so that it is not fancy, but fact, that there is "music of the spheres," made by Him who has trained every molecule in matter to act in response to music; by Him who has made music the central idea of creation, and harmony the voice of the angels and the redeemed. He made this organism for man, so that whatever lives within touches these strings which voice the feelings of the soul. Is there vulgarity in that person's imagination? Harsh and rasping is the response heard from those strings. Are beauty and adoration predominant in the soul? Then beauty touches the strings, and the voice in its quality is not only beautiful, but voices beauty and holiness." A wonderful thought! A child's voice a stringed instrument, played upon by the soul of the child, and the music studied *the mental pictures that we as teachers place before the soul.*

Reading in this manner is a powerful stimulant to the

mind, yet it is life-giving and not exhaustive, unless continued for too long a time. It requires that concentration upon which Froebel, Pestalozzi and Herbart place so much emphasis. To develop this power is the chief aim of the kindergarten. The chief aim of the primary teacher today is to make the pupils recognize many common words at sight. We have all been guilty of this, because we knew no better. We now want the actual thing held in mind, while the symbol is before the eye of the child.

There is a decided reform in the kind of literature placed in the hands of our school children, in some schools affecting even the low primary classes. Instead of spending years upon reading books of different grades (all good in themselves, and often beautifully illustrated, yet desultory), the child is given "Æsop's Fables," and "Folk Stories." Miss Burt's outline of work for different grades is a most valuable aid, and not a dream at all; yet even such reading matter, without this true interpretation, this æsthetic revelation," will lose its moral force.

In closing let us make a summary of these three subjects so closely connected, so dependent one upon the other, and each so necessary for man's truest development.

"With language, the expression and representation of the internal begins. The human being strives by his own self-active power to represent his inner being outwardly." This is said of the child just learning to talk. Froebel also says that language at this period of the child's life is the medium of representation, and is in no way differentiated from the human being. We acknowledge that this is true of this period of childhood. At the age of six and seven the child's inner being has greatly enlarged, broadened, and deepened, and it is preëminently necessary that the printed word should convey to his mind a definite actuality.

Expression—"All the psychical powers of man seek expression through his physical agents." If the mind of the child still acted with its natural force, the physical agents of expression would still voice the soul. Expression is the subtle link between matter and spirit. It is the magical quickener of the powers and a sure test of what has become a part of one's own mental action.

Gesture—There should be no separation between the "inner and the outer." If the child's physical body is properly developed and is responsive to the mind, its gestures will fulfill this law. A gesture which the soul does not impel is mechanical, and a mechanical gesture is infinitely

worse than no gesture. Gesture is common to all nations; is not acquired, is inborn. A person not understanding another's language will understand his gesture. Gesture is a universal form of language, and in reality the most subtle.

The value of a study depends upon the effect produced in the human being; the end to which it tends. "I see that the end to which this study tends is manhood, womanhood. It is truth, it is righteousness, it is love. It is obedience to the Most High. I see that the end is not to teach students to speak in silver tones; not to entertain the public; not to win praises from the masses. These things may come in their course, but the end is manhood, womanhood.

Boston, January, 1895

THE FIRST SCHOOL YEAR.

KATHERINE BEEBE.

VII.

Self Expression in the Schoolroom.—Before entering upon a discussion of ways and means to aid the child in his self expression we must admit the necessity of it; we must admit that it is absolutely essential to the growth of body, mind, and soul. That self expression in physical activity is necessary to the development of the body we can readily comprehend, and we ought to see quite as plainly how correspondingly necessary it is to the development of mind and soul. Indeed, most of us have grown familiar enough with school psychology to consider the fact that impressions and concepts are deepened and clarified by expression an old story; but we are not quite as well acquainted with this same truth in the child's soul growth. Kindergartners tell us that the soul of the child must grow in grace by constant self expression in right doing. We readily agree with this when we hear or see the words, and give our entire assent to the proposition that self expression is necessary to the growth of body, mind, and soul if "the individuality of a child, the kernel of its personality, the *divine thought* in it, is to blossom forth." But here again, as often before, we run against a blank wall of difference between theory and practice, between preaching and performing, knowing and doing. How do we put this truth, to which we subscribe, into use among our children? How much opportunity do we give body, mind, and soul to really express themselves in daily walk and conversation?

Natural self expression in bodily activity would result in perfect physical development, in mental activity, in perfect and symmetrical growth, in moral activity, in complete and unselfish living, given a perfect environment. Such is the ideal toward which we should strive, living up to our light as far as conditions will allow.

Repression of expression in bodily activity results, as we all know, not only in imperfect physical development, but in a misdirection of activity which reacts on mental and moral states; repression of expression in mental activity results in dulled and perverted mental powers; repression of expres-

sion in moral activity results in what we may broadly term wrongdoing. Now, when unhealthy bodies, mischievous tendencies, dulled mental powers, and divers and sundry kinds of wrongdoing are ever present in schoolrooms, it is safe to say that repression of expression is a common state of affairs, and that it is at least partly the cause of this state of affairs.

Even if we had never heard Stanley Hall's appalling statistics, which go to prove that our children deteriorate physically as they advance in school life, our own observation would tell us that little children must be physically active much of the time if they are to be happy, and they must be happy if they are to grow, as happiness is necessary to children much as sunshine is necessary to plants. It is a blessed thing for them that they have the power of creating happiness for themselves out of a very little. I have in mind as I write a four-year-old child of a most poverty-stricken family whom I visited not long ago, who, in the midst of cold, hunger, and dirt, was making himself radiantly happy with an old dripping-pan and a string.

The only times when children can be physically inactive in their waking hours is during the moment when interest turns the activity into mental channels. Absorbed attention is often accompanied by absolute stillness, but anything short of it is accompanied by some sort of physical movement. It is not all-sufficient that six-year-old children have their hands employed, though this is enough for a reasonable length of time, but Nature demands that the whole body shall have opportunity to assist in natural self expression.

Note how physical activity or movement attracts the attention of children. Let the teacher open or shut a window, adjust a shade, or move an article of furniture, and all eyes are upon her. Let one child be told to *do* something and observe how attention concentrates upon the little actor.

The practical question now before us is how shall we give our first-grade children more of the physical activity, which means real growth, in the five hours of the school day! As a rule the sitting and standing alternate, a twenty or fifteen-minute reading lesson on the feet about the blackboard, and a thirty or forty-minute period at the seats; a short recess follows and then comes further alternation of sitting and standing. In the afternoon conditions are the same without the recess. Perhaps there is in one or both sessions a five or ten minutes of gymnastics, and much of the seat work hand work of various sorts. This is as much as we have as

yet accomplished, and as far as it goes it is good, but we must go farther if we are to so change the condition of affairs as to alter the fact that children deteriorate physically as they advance in school life.

What is Nature's word to us on this subject? Suppose we could watch a group of children left to themselves for five long hours! What would they do? How would they apportion the time between bodily and mental activities? How much of that time would they sit unless absorbed in something of a very attractive nature? Would they not, wherever they chanced to be, spend by far the greater portion of the hours in active, bodily exercise? Would they not run, climb, race, build, or romp most of the time, even if there were books, pictures, drawing and other materials for hand work where they could use them freely? Some would linger longer than others over the quieter employments to be sure, but most of the children would undoubtedly spend more time in exercising the whole body than in exercising hand or eye.

Again comes the question, How can we let the children express themselves in bodily activity more than they do at present? I think the kindergarten can give a few hints to those who want them.

In the kindergarten during the morning exercises, instead of sitting piously in their seats and singing one song after another for a prescribed number of minutes, though singing is the order of the hour, much bodily activity is allowed. The children are so guided in the use of gesture that of and from themselves they illustrate the songs as they sing them, not only with the hands, but by any sort of movement which suggests itself to the child who has learned that he may express himself freely in this way. It is true that in so doing he often forgets to sing, but nobody cares, as kindergartners know that the voice should not be strained in trying to keep up with very active movements. So the teacher often sings the words which the child is acting out, her eyes full of appreciative sympathy. Some of the children sing with her, while others follow the demonstrative inventor, or invent themselves.

Many of the songs are best sung standing; many are so full of suggestion that they are sung first and acted afterwards; many can be sung with the hands only, and in the talk which accompanies this morning music such words as "Show us," "Try it," "Let us all do that," "How would you do it?" are frequent. So the kindergartner says to the

teacher, study the possibilities of the songs you sing and try to use with them the natural movements suggested by the children's efforts at self expression through this channel.

In some schools teachers have adopted the fashion of placing a semicircle of little kindergarten chairs in front of the board on which they give their lessons. Their object is to secure order and quiet through the recitation. It hardly seems right that a little child after sitting at his desk for half or three-quarters of an hour should be obliged to keep on sitting. It is true that when children stand in class they wriggle, squirm, twist, push, meddle with things they should leave alone, and do countless other things, of an aggravating nature to the teacher, who feels that a certain amount of reading or numbers must be taught in the allotted twenty minutes, and who desires to that end attention and quiet. But *why* do the little sinners wriggle, squirm, twist, and meddle? Is it not simply Nature calling for bodily movement, exercise which shall limber up muscles and limbs which have been quiet what seems to them a long time? Looked at from this point of view it seems both wrong and cruel to ask these children to keep perfectly still, and yet that lesson must be taught in that moment of time, and if the teacher is to accomplish this the children must be quiet.

"That amount of time" is responsible for a great deal. It is, in fact, the cause of many of our unconscious pedagogical crimes, and of the sins we commit knowingly against our better knowledge of childhood, because, as far as we know, we are obliged to commit them. So many children, so much work, in so much time, makes it seem necessary for those of us who have consciences, and who have studied our profession a little, to trail our banners in the dust over and over again.

The teacher of a class which came to her from their seats, if she had plenty of time and knew that the children's restlessness had a cause and a reason for being, would not put the little things in a row and begin at once to set mental activities in action without any consideration for the physical. She would, perhaps, have some work for them to do which required physical exertion, boards to be cleared, ventilation attended to, tables to be changed, material to be gotten out or put away; she might even take them with her to the door or window for observation; she might use the words denoting action in the coming lesson for exercise hints; or she might simply give them some movements such as skipping, dancing, or running, to invigorate the body and

work off superfluous steam, not that the steam ought to be considered superfluous at all, but popularly speaking.

With the idea of self expression in her mind she and the children might dramatize all or a part of the lesson before proceeding to the actual reading which requires stillness. All or any of the foregoing would of course be proportioned to the kind of work which had been going on at the seats, for if there had been some activity there, less would be necessary in class. I say the teacher might do some such things as I have mentioned if she had time, but she usually has not time, and will not have until she has about half or a third as many bodies, minds, and souls to minister to as she has now.

All she can do for the present is to allow what bodily activity is possible in seat work, to let her little folks stand, instead of sit, about her, to note their physical conditions and let them have at least a moment of action before beginning work which requires stillness, and to use any of these suggestions, or other and better ones, from whatever source. She can bear in mind that the attention of the class will follow the movements of anyone, even when each child is longing to do the same thing, and that often so simple an expedient as finding a word with the pointer instead of with the eye will call back a wandering attention.

Think from what the restlessness of children in class springs, of what it means, and work as far as you can, oh handicapped teacher of 1895, in accordance with Nature's laws and not against them. Do not forget that bodily activity is essential to mental activity, and connect the two whenever and wherever you can. I believe that the time is coming when we will look back on our present modes of procedure much as we regard backless benches and birch rods.

In the kindergarten, when the children are engaged in any sort of hand work, it is part of the program that they should move about in any direction suggested by the exigencies of the occasion. For instance, in sewing time the worsted may be at the end of the table, and as the children want it they go quietly and help themselves. When anything is finished which can be drawn upon the black-board they go and make a picture of it. They put the finished card or mat away sometimes; they go to the cupboard for paper, paste, scissors, or anything they may need in carrying out an idea; they are much of the time inventing and creating. They get out work, they put it away, and they

do the necessary cleaning up. All this gives them physical exercise apart from the hand work.

A little drilling in consideration and common sense would make something like this possible in the schoolroom. A child can wait on himself very well when trusted to do so, and when in the beginning he is given the help he needs, and one who at home is disinclined to do all in this direction which his mother requires of him will perform similar school tasks with alacrity.

Writing and drawing on the blackboard are among the best kinds of work done by school children out of class. They never tire of it, but somehow the average schoolroom never seems to have enough board room. An acre more or less could, I think, be used to advantage. Here again "too many children" is the reason why blackboard work is not more freely used.

Any teacher who has once had so sensible a sand table that the children could really use it, will never again be without one. It needs to be large enough to admit of free movement, and to allow each child a reasonable quantity of sand and space.

The school with a garden will, in the season, furnish a kind of hand work which will admit of bodily activity during some of the seat periods of a school day.

With the right kind of a teacher it is possible to send small groups of children out of the room to do a definite thing, trusting them to keep the necessary order. By choosing at first for such work the children who can be trusted, and adding later on those who prove themselves, or wish to prove themselves, worthy of trust, a teacher can send classes, or parts of classes, into the garden, out for material, or into another room, thus providing the seat-work period with work that does not necessarily mean seats. Of course this depends almost entirely on the tact and skill of the teacher. One teacher can leave her whole room when she pleases, another's departure is the signal for immediate disorder, and many never care to even try the experiment.

I have in mind a teacher in a public school where there is a kindergarten, who, in the afternoon, uses the kindergarten blackboards and sand table in this way with excellent results. The tables, chairs, gifts, and circle are also at her disposal, and she is wise enough to make good use of them.

I had intended to say something of self expression in mental and moral activity, something of self expression in story-telling, hand work, drawing, gesture and conversation,

and also something about technical "language work." I had in my mind some thoughts on the training of the ear by means of birds' notes, and some on the self expression of children of different nationalities, such as the Swedish, German, Irish, African, and American, but the length of my paper forbids any further discussion and I must therefore leave you to draw your own analogies between physical and mental, mental and moral self expression.

PINE MUSIC.

Last night, within my dreaming,
There somehow came to me
The faint and fairy music
Of the far-off, singing sea.

This morning, 'neath the pine trees,
I heard that song once more;
And I seemed to see the billows,
As they broke against the shore.

O wandering summer breezes,
The pine-harps touch again,
For the child who loves the ocean,
And longs for it in vain.

KATE L. BROWN.

EDITORIAL COMMENTS AND OPINIONS.

Is the kindergarten movement a growing one? The following figures may answer the question in part. There are seventy-five thoroughly organized kindergarten associations in our states, all existing for the purposes of further study, or for extending the work in new fields, or maintaining its sincerity in old fields. Some of these associations comprise prominent citizens who lend their influence and money to the movement; others are composed of kindergartners and teachers who meet under the Froebel banner for self-education; others consist of a group of earnest parents who are aiming to create a public interest in this vital work of child-training. These working centers form a network from city to city across our continent. The self-appointed stewards of the new education are a thoroughly organized force, six thousand strong, pledged to a modern reformation.

THE ethical influence of a kindergarten club in a community is not to be underestimated. Mr. Frank B. Cooper, superintendent of the city schools of West Des Moines, Iowa, makes the following statement in his last official school report :

"The effect of kindergarten principles and of the spirit that prevails among kindergarten teachers upon the life of a school system is wholesome and invigorating. It is of inestimable advantage to the elementary schools to have joined with them a system of teaching whose characteristic tenets favor the study of individual pupils, and adapting the treatment of each one to his different capabilities and needs, and which sanctions the discipline of love and gentleness united with due firmness. The fundamental law of the kindergarten has in it a guarantee of respect for the rights of childhood, and 'among these rights are life, liberty, and the pursuit of happiness.' The steady adherence of a body of educational workers to such good and true doctrines as the kindergarten recognizes, in practice as well as theory, must make itself felt in a stimulating and healthful way throughout any system of which their work is a part."

THE seventy-five officered kindergarten associations form a ganglia of vitalizing centers throughout our country, and constitute what we name the kindergarten movement.

These centers, each of which is illuminated by the dedicated lives of strong, earnest, aggressive women, push their energies into many directions. Some of them are as zealous in their propagandic efforts as were the Jesuits at the dawn of this century when they indicated by a scarlet dot on their campaign map such spots as have since become the throbbing heart centers of humanity. As time has gone forward the labors of the various kindergarten organizations have commingled, and the influence from one center has radiated so far as to overlap that of other fields and other centers. In the last five years such a mutual gravitation has taken place that it is difficult to trace the pedigree of many of our most strongly organized associations.

IT is impossible to think of the current growth of the kindergarten work, without realizing the seeding and sewing times which have gone on in faith and perseverance during the last half century. The impulse given the work by pioneer sacrifice and struggle is making itself readable today to every passer-by. It is our sincere conviction that every kindergartner and teacher may work in the same spirit and by so doing seed the ground for the harvest of the next half century. It is a worthy ambition to become self-supporting; to have an occupation in life, and to be a successful teacher. It is a holier privilege to be dedicated to a progressive movement, to participate in initiatory struggles, to become buried in a work of service which may make itself felt in another generation. Kindergartners should rededicate themselves to the larger movement, and shape their personal efforts to help forward the greater issue of education progress.

THERE is much being said and written on the subject of school reform. It is in the social as well as in the political air. The kindergarten movement has been quietly asserting itself during the last twenty-five years, and as today there comes a demand for a pedagogical revival, it stands ready to be of service. Our work is not so much school reform, as it is educational progress. As the primitive mill-stones are laid aside in favor of water-power or electricity, so the old methods or primitive means of education are replaced, year by year, with more expedient ways. This is the task which is waiting to be assumed by organized kindergarten effort, viz.: the task of searching out the more expedient method and thereby displacing the old.

THERE are nearly two hundred salaried kindergartners in Chicago and her suburbs alone. These are working among children from such various strata of human life as comprise a large city. The Chicago Kindergarten Club is an organization which provides a common meeting-ground for all the friends and fellow-workers of this common cause. The benefits which accrue to the individual member of such a club are to be grouped under the two heads of "giving and getting." A regular program of lectures and discussions gives opportunity for "getting," while active membership and participation in the discussions calls for "giving." The general aim of the club is that of informal fellowship, and it is the plan of the present corps of officers to increase the opportunities for social contact and personal communication between the members. The annual calendar of the club may be secured on application to the secretary.

THE teachers of the Cook County Normal School were provided a printed slip during January, headed as follows : "Read this at least once a day." Several strong paragraphs from "The Education of Man" followed, entitled, "Froebel on the Danger of Discipleship." We reprint one of the great impersonal pedagogue's statements : "Again a life whose ideal value has been perfectly established in experience never aims to serve as a model in its form, but only in its essence, —in its spirit. It is the greatest mistake to suppose that spiritual, human perfection can serve as a model in its form. This accounts for the common experience, that the taking of such external manifestations of perfection as examples, instead of elevating mankind checks, nay represses its development. Read this at least once a day."

EVERYDAY PRACTICE DEPARTMENT.

A PLEA FOR FROEBEL'S SYMBOL OF KNIGHTHOOD.

The earnest mother of a vigorous boy said recently to the writer: "There is too much of the soldier idea current with our children today. We will never be free from the barbarisms of warring and fighting, until a love for something better is cultivated among our children."

The six-year-old son of this mother possessed many tin and wooden soldiers, toy swords, guns, helmets, drums,—even gunboats and cannon. Implements of war afforded him a keen satisfaction, and a long, pointed dagger, whittled from a sturdy stick, was his heart's desire. Armed with this favorite plaything he frequently fought battles with his toy soldiers and sometimes with his brothers. The chief feature in any conflict which arose in the nursery was that of "killing." He was all eagerness and delight when turning the pages of an illustrated history, and was quick to point out the soldiers who killed this or the other fellow-man. At six years he was so full of the war spirit and military interests, that the family were unable to win his attention to other things.

The fact that Froebel has placed a song and play of knighthood among his Mother Play-Book treasures, and my own experience in carrying this game into effect in my kindergarten, brings up this question: "Do we, as a fact, have too much of the soldier idea in our work with the little children, or do we fail to properly direct the soldier-spirit inherent in them?"

As kindergartners we object to many things which the child is permitted to hear as well as witness. Are memorial days which are spent in renewing battle scenes and heroic deeds of the past entirely desirable? The eloquent addresses too often recount the numbers of soldiers who fought and were killed on memorable occasions. Many children know only of the horror of the police and patrol system; the patrol wagon passing along so rapidly reveals the fact that a thief or murderer is within, the details of the case, no doubt, being rehearsed at the dinner table. The child is attracted by the unusual, but the harmonious and spirited hold his attention also. A company of soldiers or horsemen, or a proces-

sional band playing national airs in the street, are sources of genuine pleasure to every child. Erectness of body, the military step in time, the rhythm of movement, all appeal to the child because of his innate love of order and accuracy. Is it not time that the objectionable features of soldier-life should be supplanted by the ideal spirit of chivalry?

Froebel personates this ideal in the conflict between right and wrong. He embodies the good in such attractive form that it proves irresistible to the children, who are thus drawn toward it, and away from the evil. He takes the child back to the dawn of the Christian era, when knight typified the efforts of the good, and when knighthood was both a military and a religious institution. At this early time it was a pure, noble, and self-sacrificing order, which was not swayed by political power, but where the Christ-spirit of love and mutual helpfulness prevailed.

The castle, which was on an eminence, was a place of refuge from the enemy. A watchman was stationed in the tower to signal the approach of anyone in distress or danger. The castle was not without family life, for there were knights and ladies there. Children were born and reared within those stately walls, and trained for the service within the courtyards. Others who were not of the castle-home also gave themselves up to knighthood. These must always be brave, courteous, obedient, and ready to serve anything weaker or smaller than themselves; the women and children received their choicest care and protection.

Froebel, in using this suggestive material, arranges his play in three dramatic parts, as follows: First, The Knights and the Good Child; second, The Knights and the Cross Child; third, The Playful Hiding of the Child. In the first part of the little drama we find that one of the mothers in the castle has brought her child to the balcony window, that he may see five fine knights who are riding by. She sings to her child:

Five knights I see, riding at a rapid pace;
Within the court their steps I trace.

Turning to the knights she asks:

"What would ye now, fair knights, with me?"

The knights, attracted by the child, make courteous answer:

"We wish thy precious child to see;
They say he is like the dove so good,
And like the lamb of merry mood;
Wilt thou kindly let us meet him—
That tenderly our hearts may greet him?"

The mother's fond answer comes:

"Now the precious child behold,
Well he merits love untold."

The knights reply with sincere fervor as they ride away:

"Now we will no longer tarry,
But joy unto our homes we'll carry."

In the second part the mother is alone and sorrowful. The knights come riding as before, and again they wish the precious child to see. The mother answers in mournful tones:

"Ah, friendly knights, I grieve to say,
I cannot bring him to you to-day.
His cries are so morose and cross,
That all too small we find the house."

The knights respond:

"Oh, such tidings give us pain,
No longer we sing our joyful strain;
We'll ride away, we'll ride afar—
Where all the good little children are."

In the third and last part of the game all is harmonious once more. The mother and child are together watching for the brave and stately knights, who ever go about seeking the good. The child in playful mood frolics at "hide-and-seek" with the knights, and the mother adds her sportive song to the rest:

Five knights in full trot are coming hither;
They want my child, they would take him thither.
Hide thee, child, oh, hide thee now!
Where thou art they must never know.

She greets the knights with jesting tone:

"Please, fair knights, I pray you,
Trot off and don't delay you."

The knights exchange knowing glances and declare as they galop off at full speed:

"Is it not now very clear
That the darling's hiding here!"

As play is poetized work, we may look for a deep meaning in this suggestive game. In all dealings with children, Froebel would have two aspects kept clearly in mind; first, that the individual must be considered from the standpoint of what he really is, not what he seems to be; second, that the individual must be considered from the standpoint of what he may become. In this parable of the Five Knights we find that the knights stand for unswerving good. They are in the majority, the public, whose composite opinion and sentiment is always on the side of the right and true. The

child, on the other hand, is the individual whose democratic relationship is to be foreshadowed by this experience with the knights. The mother is both an individual and a member of the institutional family life, and so becomes a mediator between the many knights and the one child.

In the first part of the play, where the mother and knights discuss the merits of the good child, public opinion, as it were, inspects the individual. The child, who has hitherto been closely nurtured by the mother, has occasion to view other individuals in various relationships. In the phase of "The Knights and the Cross Child," the mother as mediator is sorrowful, but conscious that the "cross child" must learn to discriminate between right and wrong. The many—again representing the average or composite verdict—turn away, sad at heart, but fulfilling their proper course, which is to search out the good. The child becomes conscious of their attitude toward ill-humor and experiences the natural result, of being separated from those who have learned to turn away from the wrong.

In the last scene of the miniature drama, we find the once cross child is again happy and normal, and as the good always finds their own kind, the mother, knights, and child frolic together. The child hiding behind the mother, peeps out at the knights, and they in turn give playful greetings to the real child who is again visible to them. He now experiences the highest knowledge, namely, that deep pleasure comes to both himself, the mother, and the knights, when he is in harmony with the right and the good. Froebel indicates this as his purpose in the motto of this song, as follows:

That all unto the good are drawn,
That the good knows when aught is wrong;
The child must early learn to know,
That no deep joy of life he need forego.

This standard of right is not created in a moment. It is a growth resulting from great care and long experience. In the "Education of Man," section 13, we read: "Between educator and pupil, between request and obedience, there should invisibly rule a third something, to which educator and pupil are equally subject, this third something is the law of right,—the best."

This method of discipline should not be confined to the kindergarten and the school. It should prevail in the home as well. Parents and teachers cannot be too careful to prove that they themselves, in word and deed, are subject to

this invisible law of the right, the best, and that they are always treasuring and honoring the good, the beautiful, and the true.

The child must soon learn
The good to discern;
The good thou must treasure
To heighten his pleasure.

It is not possible to dramatize the game of the knights successfully, until there is a certain reverence for the right and good on the part of each individual child, and an admiration on the part of the entire kindergarten for supremacy of right. In the organizing of a new kindergarten, it is the kindergartner's high privilege and responsibility to harmonize and unify many young individuals. The length of time necessary to bring this about varies with the number of children. The oneness must be felt as all unite to make one circle; if possible all as one family working at the same table; one company marching together and one happy band playing together. The number should never be so large that each one may not feel the unity of the many. Unity of thought and action combine with these outer signs. At first the kindergartner herself stands as the embodiment of what is right and best, and step by step she leads the whole family to rightness of word and deed. Such a method of dealing has resulted in the kindergartner becoming one with the children to a remarkable degree, as the following incident illustrates: "The game of 'street car' was being played. One child, in constructing the car, had chosen six children to be the boards of the car. One of these children was a restless, joyously active boy, who jumped up and down too much to suit the purpose of his part. The kindergartner sat at the piano, playing the appropriate music. The conductor blew the whistle; the car stopped, the music ceased, and the passengers were taken on and off. The whistle sounded again in rather a shrill manner, and the conductor said in an excited tone:

"One of the boards is all wrong!"

"What will you do?" asked the kindergartner.

"Get another," came the answer, and immediately the wrong board was taken out and replaced by another child. The game was finished and another chosen, when a little voice said: "Cannot Laurence come back to the circle?" Laurence, or the "wrong board," had been moved to tears as he sat alone. "Shall Laurence come back, children?" the kindergartner asked. The offender was welcomed back

on condition that he would remember another time "to be the right kind of a board."

If this incident had occurred before the standard of right had been established in the kindergarten, it would have been necessary for the kindergartner to direct each detail of discipline herself, allowing the children to observe the justice and righteousness of her methods. As it was, she could trust the common opinion of the kindergarten. "We sow and act, and reap a habit; we sow a habit and reap a character; we sow a character and reap a destiny."

When children have secured the habit of doing right, because it is right, they may safely be told such a story as "How Cedric Grew to be a Knight." Then after learning the words and music, the children will thoroughly enjoy dramatizing the game. In the next number of this magazine will appear the story of "Cedric."—*Mary F. Miller.*

TELLING TESTIMONY AGAINST NATURAL DEPRAVITY.

Ever and anon a pessimist arises, crying, "The world is daily growing worse; boys and girls are not what they were when I was young, they glory in being disrespectful and vicious!" At regular intervals the croaking educational journal lends its melancholy voice to the same theme, and warns teachers against the insidious depravity common among children. The ever-hopeful kindergartner claims that the pure in heart far outnumber the children inclined to viciousness. She firmly disbelieves in natural depravity. *Apropos* of the valentine season, and in consideration of the above antagonistic views, the editors of the KINDERGARTEN MAGAZINE have made some investigations, the reassuring fruits of which are hereby recorded.

It is only too true and evident that many children are morally injured by inheritance, neglect, or ignorance. These, however, are not the majority, and their weaknesses are by no means unreachable. In a prominent educational journal of recent date is found this statement:

"In one of our schools a boy about nine years old, in depraved mischief, marked up a little girl's schoolbook in a most obscene and outrageous way. The facts coming to the principal's knowledge; in righteous indignation, and to deter the boy and his companions, who were accessories, from repeating the offense, he spatted the boy's palm with a ruler. . . . Here is a young lad who is most lamentably

depraved through evil companions, and who is ripe to spread the vile contagion in school and everywhere else. He belongs to that pitiable and pestilential class from which few schools are entirely free."

The article, or the editor, then proceeds to pronounce bitterest condemnation upon the child, who is classed as a moral leper who is beyond salvation. This one extreme illustration is taken as a fair sample of pure-minded childhood, and instead of an immediate remedy or check being suggested, the reader is left with a bad taste in his mouth, and the poor parent whose boy is in a public school, is left to ponder on his probable ruin. Let us ask what are some of the causes, immediate or remote, which bring about such extreme conditions, and what may be done to help purify the tainted atmosphere of this class of young people.

A child may be led into mischief through a natural or normal desire to investigate the signs of life, and the laws of growth. He may endeavor to untangle the mysteries which ever crowd upon him because of careless, casual remarks, of slighting or suggestive words, of whispers or gossip, or the deadly silence on the part of parents and teachers. They may press their questions, and when unsympathetically answered, or untruthfully avoided, may fall into the snare and clothe that which should be innocent and natural with feelings of obscenity and uncleanness. The law of child-nature is logic, and he ever seeks to understand natural effects, and to hunt down causes, or, in child language, "be-causes." He is hindered in these honest efforts by the false standards with which parents are constantly blocking the way. The false modesty which prevails among honorable men and women, by which they underestimate the body and human nature, is misinterpreted by little children as a protest against purity and righteousness. While parents evade the direct questions concerning the universal phenomena of life, they tolerate trashy books, caricatures of prominent people in the better magazines, foul court reports in the daily papers, and the shrugging shoulders of influential men and women to contribute composite impressions from which the alert boy may draw his own conclusions. The bill posters, some advertising cards, and comic valentines are allowed to do their disintegrating work without antidote. Games which children frequently play "by themselves" only too often reveal how these "passing impressions" have found a lodging place. The normal and true standard of purity is undermined and the sincere child

goes about expressing with chalk, pencil, ready lips, what he has every reason to believe is allowable.

How can the tendency to prove and test the evil be uprooted? We should say as follows:

1. Start with the knowledge that children turn naturally to the good; that they prefer to follow whatsoever things are true, honest, just, pure, lovely, and of good report; that they desire to be shown how to secure these things.

2. Bodily punishment will not eradicate the seed of impurity sown through neglect. It may interrupt the continuance of an evil habit, so far as a teacher may see with her eyes, meanwhile in the heart and mind of that child "an awful thinking" is going on, which develops unwholesome thoughts and impure deeds. Again, hold up the positive, the beautiful, noble, and true. Make these things so charming there will be no room for anything else.

3. Give the child stories and plenty of them; stories of heroic men and women, until he is filled with the desire "to be somebody, too."

4. Respect the child's right to know the laws of his being and teach him how to make his body the "temple of the Holy Ghost."

5. Silence is not a cure-all. Activity of mind and body is a child's rightful attribute and a current of thought driven aside for an instant returns with renewed vigor at another time.

6. Emphasize cleanliness of body and soul. A mother of seven healthy, active children once said, "I give my little ones a bath each night, that the cleanly body may help make a cleanly soul."

7. Respect the dignity of the child.

8. Give him the best in music, literature, and art.

9. Give him games imitative of nature or that appeal to heart and intellect, not to the senses alone.

10. Help him through nature to find the mysteries of life.

11. Keep him busy at something worth his while, and appreciate his industrial efforts to help mother.

Having sought for the causes and cures for our injured child, let us look at the testimony which has been gathered from kindergartners, grade workers, and high school teachers as to the prevalence of depraved or evil-inclined children and their methods of meeting the cases, also their devices for supplanting the comic valentine.

In a little western town, a new ward schoolhouse was

erected, in which the principal was a woman of experience, common sense, and high ideals. During the ten years she had charge of this building, not a scratch, a lead-pencil mark, or blemish was to be found upon the walls or halls; the building was entirely free from all demarcations.

From a public school kindergartner in Chicago comes this testimony: "I have never heard an unclean word from the children in the two-and-a-half years I have worked here."

From a Des Moines, Ia., kindergartner comes this: "Valentine's day is made a time to send little letters, verses, bits of work, or pictures to those we love, expressing our affection. Stories and talks of the good St. Valentine lead up to the day. The beauty of the little gifts and the loving thoughts which must accompany them should leave no place in the child's mind for appreciation of the so-called comic valentine. Little notice has been taken of the comic valentine; when they are noticed it was simply to say that such an ugly picture can carry no love with it, or make anyone happy in receiving, so of course it cannot be a real valentine."

A private kindergartner writes: "Occasionally a child has vulgar curiosity, and I think the cause is usually traced to a joke at home that parents think the child will not understand, or children who are left constantly with servants, or a great deal to themselves. When a vulgar valentine comes in the kindergarten, if it is shown to the children first, I immediately appeal to the little community to know what they think of it and it is always ruled down, and we are so sorry for the poor unfortunate whose picture was taken when he had a swollen nose or was otherwise deformed. That same child usually brings a good one the next day. We make or draw our ideas of lovely valentines."

A fourth-grade teacher testifies: "I have taught six years, but have never had a child of depraved tastes to my knowledge. I find that if the origin of St. Valentine's day is explained to the children, and some stories told about the day, as the mating of the birds, they have not the desire to send vulgar valentines."

A fifth-grade teacher of eight years' experience says: "Have never had but one child show signs of depravity and the cause was traced to dime novels. I put good literature in his hands and found him greatly helped."

Word comes from the sixth grade: "In three years of teaching have seen nothing of depraved pictures. Would

suggest the keeping before pupils constantly the thought of good. Teach them to regard valentines as love messages."

Council Bluffs, Ia., high school: "I have not discovered any violations of clean conduct during my teaching, either in lower grades or in the high school."

"I have the pupils of fifth and sixth grades of a New York state public school. No depraved pictures have ever come to my notice and all papers are collected twice a day. Very little picture making is ever done, and those innocent. We have rude and thoughtless children, but none immoral and vulgar at school. We have no case to report. Plenty of work, no intermissions, interesting reading at all times at command of the child, and moral instruction, are all helpful in raising the tone of *any* school. We always observe Valentine's day in school; have a postoffice in the schoolroom and postmaster. Have never allowed comic valentines and have no trouble."

"Your letter has set us all to thinking. I have first grade in a Chicago school. The children in my own room are not guilty of any of the 'moral vulgarities' as far as I know, and of course we try to keep a careful watch over them. But the older boys and girls are frightfully wrong all of a sudden, and we consider the coming of *one* new girl the cause of it all. The children need something better to occupy their attention and their mothers need a great deal more discretion and wisdom than they use. I wish you could help in the dilemma. They can learn a new meaning in Valentine's day and make it a day for kind remembrance rather than a day for wrecking revenge. The demand for 'comics' may thus be diminished."

These are only a few of the many testimonials which have been forwarded us, but enough has been said to prove our point. And as an antidote to the wrong interpretation of Valentine's day is appended this dainty bit of verse from a mother's pen:

Little boy and little girl
All kinds of weather,
In the house and out-of-doors
Happy together.

Little girl and little boy,
Sister and brother,
Playing at St. Valentine,
Choosing each other.

—B. B.

SELF EXPRESSION—A LANGUAGE.

Yes, a little more of the same old subject, and yet we teachers often find an inspiration in a new phase of it. It is that broad-souled man, Mr. Hamilton Mabie, who constantly reiterates the *creative* element in human nature.

Our children have a divine right to be creators. From what source is this desire of a five-year-old child to tell us a long story about his favorite Jack (for every child has a "Jack"), and then embellish the tale with brush or pencil? The two operations have no separation in his consciousness. The origin in the imagination, the story in words, the picture, are all a part of his creative energy. It isn't even art, for he knows only spontaneous expression.

Has it sometimes occurred to us that a child, from the moment of first "recognition," is storing up in his small brain myriads of impressions which he is going to express some day by some means? As the food he takes becomes a part of him, so realized impressions are a part, and when he can express these he shows you *himself*. If he is born an artist, and is to create by and by, need he go to some art school to know how to photograph mentally a beautiful scene, and at the end of a month, or a week, or a year, reproduce it in color so that his friends will recognize it? Could he learn this in a school? It is a part of him—a gift of sight, a gift of expression. What in addition to form, proportion, and color, does he put into his picture. He puts his *feeling* into it, and the feeling of the friend who saw it with him. It is self expression—and it justifies his creative right.

Everyone has something within—something to express. It may be good, if he is born on one street of good parents; it may be bad, if he is born on another street of, unhappily, bad parents. But the breadth of his nature is such, that even with a bad birthright he can absorb good and restrict bad. It is to this possibility that the teacher of a mass of little individuals casts her anchor. She holds to it through "thick and thin," and even after the child has learned to sail his own boat.

We ought to have a kind of child-creed. I believe in the child. I believe in the possibilities for good in him, no matter what heredity may have forced upon him. I believe in his divine right to see with the good eyes, to feel with the good heart, to express with the good sense. I believe in his ultimate happiness and freedom, and in his final liber-

ation from evil, and in his return to the source of his best attributes. Amen.

I suppose it is this unspoken creed which has made "Great Hearts" in education; which has raised up kindergartens and true teachers; which has actuated all justice toward children in their development.

When we are young in our experience with children, we think that their faces are the medium of self expression. But if we keep up with the children we soon know that the face is merely the lovely screen which covers the harmonies and the discords of himself. By and by we hear his notes. He must use his voice for the notes, of course. He must use his hands for the notes, too. His whole being expresses the "within."

Every individual would be able to create a language of his own, but for convenience we have conventional signs. But these signs have little to do with the self of an individual, for in the self is power and desire to create and to express.

A child is great in his possibilities, while a man is great only as he appreciates in his life-living the powers which he finds awaiting him at birth. The professional teacher is an instrument—she helps to operate a child's material; she merely does her duty when she finds ways and means for helping on a lesser development than her own. But she becomes great in doing that duty.

Little Charlie, black, age five years, says: "My aunt, up in Hartford, has a lobster which lives in her back yard, and when I go there he jumps up at me." His teacher immediately recommends *true* stories to him, the other children, amused, mildly disapprove of the story. But true stories are told after that, and next time Mr. Charlie is true to his better self.

Although self expression has tendencies to selfishness and personal glory, it also as surely tends to high moral respect, which lifts one up into the ozone of life.

What are the means which we use to help along self expression, music, stories, social life, play, play work, *hard* work, nature, and *things* such as clay, wood, color, and pencil? History, literature, mental processes, physical phenomena; in fact, the teacher wants and uses "the earth" and its contents.

So, then, there are but two things to recognize in order to promote self expression. First, that the power of it exists in the child; and second, that there is good material at hand

which helps to develop it. If wisely chosen, the highest power, the creative element, is sure to be fostered. By these means the ordinary gifts of children will be preserved to them, and the greater gifts will be endowed with the freedom of operation.—*Emelene A. Dunn, Willimantic, Conn.*

KINDERGARTEN CHILDREN AS GRADE PUPILS.

Strangers visiting our schools often ask, "What difference do you observe between the children who have not had kindergarten training and those who have had it when they reach the grade?"

I am convinced that there is a *great* difference. Of course the knowledge which the child of the kindergarten has acquired is in a great measure rather intangible. We cannot say his training in language has embraced just "so much," or that he has "gone so far" in numbers, or taken so much of this or of that or of the other subject. But he has made a step in his educational progress. He is in some degree able to see what he looks at; having ears, he has learned to hear. He has acquired some power of attention. Having learned implicit obedience he is far on the difficult road to self-control. He can use his hands. His imagination is at work and his memory is active.

When the kindergarten children enter the first grade we see at once that their development puts them in a class by themselves. There are always a few in first grade who enter school at an age that is considered too old for the kindergarten, where the work is adapted to younger pupils; many whose parents do not wish them to enter kindergarten; others who are transferred from schools in other places, and those who are there for various reasons, and these are in a class by themselves. Thus we start with these two unequal classes in first grade, and those who have missed the kindergarten training are at a disadvantage and lose time at the very start, for rarely do they enter the second grade at the end of the first year. The kindergarten children learn to read quickly and easily, for the study of the letters and combinations is at first almost wholly a study of form, in which they are well versed. Number they know in the concrete, and they soon pass to its consideration as represented by figures.

Having often been asked if there is any difference in the ages of those in the grades who have had the training and those who have not been so fortunate, I have this year taken some pains to see if there really is any difference. I find that

the age of the kindergarten-trained children in every grade is actually less than that of the remainder of the class by a few months, until the eighth grade is reached, where the difference is ten months, *or one whole school year*. At first this does not seem very much, but a year at school is a great factor in the life of any student.

More than half of each grade above the third has not had kindergarten training, as they have moved to the city from other places, and entered grades above the kindergarten.

The danger of generalizing from one circumstance is well known, and whether so great a difference is accidental or not may be a question in some minds. Younger in years they are, but much older in development. They see resemblances and differences that do not exist for others. Their language work is in advance of that of the rest of the class. They have better vocabularies by which to express themselves, and infinitely more to express. They can use their hands better—can measure more accurately—but above all, they have developed their imaginations. The map is not a mere flat surface to them. The pictures are full of live men, flowers, and trees.

They *realize* history and geography, they journey with Columbus across the unknown ocean, penetrate the wilderness with the early explorers, endure the hardships with the early settlers. Their hearts swell as they watch the redoubts building on Bunker Hill, and they hold their breaths with suspense as they watch the orderly advance of the British. Undismayed, they retire after the battle, realizing in the words of Webster that "Nothing is impossible to Americans on Bunker Hill.

They stand with Washington under the elm at Cambridge, and hear the cheers as he draws his sword to take command, and with difficulty restrain their own shouts.

They follow the men of our history and are actually acquainted with them. They feel the pangs of hunger and cold at Valley Forge. They dash with Arnold into the thick of the battle at Saratoga; they watch the sullen march at Yorktown when the British lay down their arms.

All the events that follow are real to them. They laugh with Lincoln when, for one moment, he "fastens back the enveloping cloud of melancholy with a shining point of humor." They know the thoughts, feel the fears, and thrill with the courage of the soldiers of the Civil War. They burn with indignation, and their hearts are bursting with the grief of the Republic when the assassin's bullet lays low the

man whose courage, inflexible honesty, and good sense guided the nation through the terrible crisis.

It is all real to them; nothing dry—nothing uninteresting. They feel the truth of the remark that "Nothing is so beautiful as facts." Describe anything to them, and their imaginations body forth all the circumstances, and they live for the time being in the place and amid the circumstances. They are so well informed and so well developed that they make greater demands for preparation necessary on the part of their teachers. I remember how forcibly this was impressed upon me one time by observing the suffering inflicted on an intelligent class by a teacher's trying to tell to them one of their favorite stories for which she had not prepared herself. I wondered what audience of grown people would sit with such apparent equanimity to hear a well-known story so badly mangled and finally murdered. Surely the audience of grown people would have made some demonstration of disapprobation. But the way the children endured it was to me another illustration of the graciousness with which children submit to the inevitable.

The children having kindergarten training find their geography lesson a source of unlimited pleasure. They live with and are acquainted with all men of all races, of all countries; know the products of their soil, are informed of all they do, know how they live, and feel an interest in all their institutions; are chilled with the rigors of their climate or expand to the touch of the more genial tropics. This active imagination that realizes for them all of geography and history, and leads them to make discoveries in the new worlds presented for their conquering, is the distinguishing trait of these children who started in kindergarten and have had the advantage of living and studying in grades where the same principles are continued.

Where the imagination has this healthy development, the power of memory is not wanting, and reason itself is not neglected. They can hold in their minds all the conditions necessary to the solving of a problem in mental arithmetic. The problems in mensuration are enjoyable exercises for reviewing some interesting kindergarten lessons, and there is no branch in which we experience difficulty in rousing in them a living interest. This development of the imagination, which is the great religious faculty, presents to us an opportunity for ethical training by means of history and literature.

Thus we find that they actually gain time, and time "is
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the stuff life is made of." Their perceptive faculties are developed. They have the power to realize, to retain and to express the knowledge acquired in the various branches to which they are introduced.—*Olive McHenry, Principal of the Hawthorne School, Des Moines, Iowa, in Report of City Superintendent of Schools for 1893-94.*

A VALENTINE GAME.

Last year in our kindergarten we played the game, "Little dove, you are welcome," from the Misses Walker and Jenck's song book, of which the words are:

Little dove, you are welcome!
What news do you bring
From mother and *home*?
Now tell us and sing.

Over hilltop and valley
To you I have come;
A kiss and a letter
I bring you from home.

Take one word to our mother,
And that is our love.
Fly away, little bird;
Fly away, gentle dove.

Afterwards we discovered how unscientific we were, for of course the carrier pigeon must be taken from home and then flies back. So this year I substituted the following words, with the idea that the mother has gone away for a visit and sent her children valentines:

Little doves you are welcome!
What news do you bring
From mother, our dearest?
Now tell us and sing.

A kiss and her love
I bring you today;
She thinks of her children,
Although far away.

Many thanks, little bird,
For the message of love;
Many thanks, little bird;
Many thanks, gentle dove.

—*Mary O. Aldrich.*

HELPFUL METHODS IN DRAWING.

Ideas of the appearance of form must necessarily come through correct seeing, but artistic expression is dependent upon the judicious selection of the essential features of the object and upon a correct method of doing.

To tell the form story in the simplest manner, to draw no more than is necessary to convey the thought, suggesting as much as is expressed, with a scientific method, is to render artistically.

It is the method of doing which principally concerns us in this article. Successful workmen in all vocations learn through experience that there are good and poor methods of doing, the former leading to successful results, while the latter dissipate effort, energy, time, and patience. It is the duty of the teacher to bring to the student the best there is.

Children must be guided and directed in correct methods and not be left to stumble upon them. It is only the workman of much knowledge and experience, familiar with all methods, that should be free to do as he pleases. We should therefore bring to this generation the result of our experience, that the young may begin their work aright and be spared much experimental drudgery. Again, habit is strong, and once acquired is hard to change. We should take the greatest care that we teach nothing that has to be unlearned in later years, but to lay the foundation of an education to which may be added in successive years such training as will be a preparation for a life of usefulness.

A good method of doing necessarily involves a knowledge of the proper position of the body, arms, hands, paper, and pencil, together with the order in which the parts of the object under consideration are to be rendered and the right way of drawing them.

The body.—The child should sit in square front position. He should never incline to the back of the seat, but sit forward to the desk, keeping the feet squarely on the floor.

The arms.—Both arms should be placed on the desk, but the weight of the body must not fall upon the arms, for they must have perfect freedom of movement.

The hands.—The left hand must be taught to hold the paper firm while the right hand draws. The body never changes position during the exercise, but the hand and arm change as the position of the line changes.

The paper.—Paper having a rough surface without sizing is best for pencil work. The Prang practice paper, 6 x 9

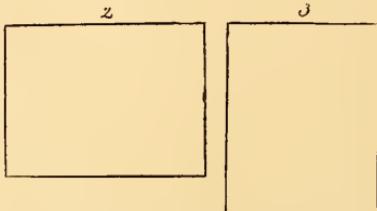
inches, is cheap and good. It should be placed squarely on the desk, keeping the edges of the desk and the paper parallel. It is best to place it a little to the right of the center of the desk, while the child sits on the left of the seat; this brings the paper in line with the hand in drawing. It should never slant, because in so doing the positions of lines change. For example: a line drawn either vertical or horizontal on a paper squarely placed will become oblique to the view when the paper is placed in a slanting position. Again, in drawing from an object great confusion and wrong impressions might prevail in attempting to compare a drawing on a paper that was slanting to the view with an object that stood in a vertical position. The child should learn to move his paper backward and forward and from left to right to suit his comfort and convenience.

The pencil.—A large-leaded soft pencil is most desirable. Charcoal may be used in some exercises, but it would be unwise to use it at this time. When it is used it should be carefully pointed, so that the child may be taught to make a soft, delicate line and not a coarse, heavy black line.

Much of the value of a pencil is dependent upon the condition of its point, and for this reason it should be carefully and correctly sharpened. In preparing the point, the wood should be cut away with a sharp knife without cutting the lead. The lead may project about a quarter of an inch from the wood and be pointed by rubbing it with a revolving movement on a piece of fine sandpaper, making a little cone on the end, whose altitude is a little less than its base, as in figure 1.

Terms.—As every drill exercise in drawing includes much that is dictated, a knowledge of the terms used in the dictation is very important. We should, therefore, teach the children the geography of the desk and of the paper, the names of parts and of places, of direction, of position, of actions, etc.

They should learn the upper, lower, left, and right edges of the paper and desk; the names of the different corners, as upper left, lower left, upper right, and lower right. They should learn to place the finger or pencil in the middle of any edge or in the center of the paper. They should learn the



meaning of such terms as above, below, to the left, to the right, in front, in the rear, and be taught to move the paper backward and forward, to the left and to the right. They should be taught to place the paper with the greatest dimension from front to back or from left to right, as in figures 2 and 3.

Learn to hold the pencil far from the point—about three inches—and also near to the point—just avoiding the sharpened part. They should learn to hold the pencil pointing from front to back, the position used in drawing horizontal lines, as in Fig. 1, and from left to right, the position used for drawing both the vertical line and the circle, as in Fig. 2.

The line.—The line drawn with a pencil must be soft, broad, and transparent, having much of the quality of the charcoal line. To obtain this, the pencil must not only be properly sharpened, but must be properly held. The children must be taught to carefully observe the point and draw on the curved face of the little cone, holding the pencil at an angle of about thirty degrees to the paper. ^{Fig. 1}

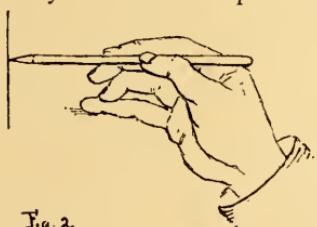


Fig. 2.

Fig. 2 shows a hand holding a pencil and drawing a vertical line on a piece of paper. The pencil is held at an angle to the paper, demonstrating the correct technique for drawing a vertical line.

sharp, hard, ugly line. Very early children may be taught to draw lines of different shades, as light, medium, and dark. The light line is drawn with a light pressure, holding the pencil about three inches from the point; the medium line is drawn with an increased pressure, holding the pencil nearer the point; and the dark line with considerable pressure and holding the pencil near the point. The dark line is the most difficult to obtain.

The children should have good examples of beautiful lines constantly before them, that they may acquire standards of excellence and not fall into the habit of feeling that the only beautiful line is the ruled line.

Order of exercise and method of drawing.—As the sphere is the first model studied, the circle should be our first drill

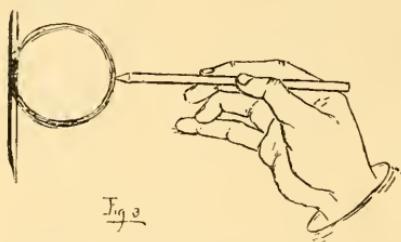


Fig. 4.

Fig. 3 shows a hand holding a pencil and drawing a circle on a piece of paper. The pencil is held at a sharp angle to the paper, demonstrating the incorrect technique for drawing a circle.

exercise. We should begin the exercise by calling attention to correct position of the body and the paper. We should give a definite explanation of what is to be done and the manner of doing it, illustrating this by drawing it for the children, either on a piece of paper or on the black-board. They should know the size of the circle, where it is to be placed, and how it should look when finished. They should know where to begin, the direction of movement, how to hold the pencil and how to use the arm before making the attempt to draw.

The materials for the class should be uniform. Paper of different sizes and tints, and pencils of different qualities, are very apt to cause misunderstanding.



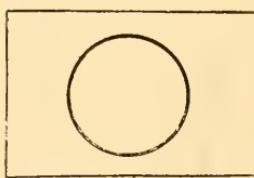
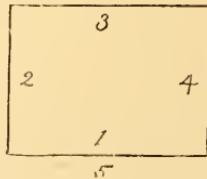
child the view of his palm. The pencil should be held from left to right, as in Fig. 3.

In order to conduct a class drill it is necessary to have uniformity of method in doing, so we ask all to begin at the same point and move in the same direction at the same rate of speed, aiming to keep time with the count and feeling the rhythm of the movement. To effect this, the teacher counts 1, 2, 3, 4, etc., the children making a revolution to each count. We begin at point 1, as in illustration 5, and move in the direction of the figures.

It is well to count a number of times, having the children go through the motion without drawing, then when

told to draw they begin at whatever part of the paper the pencil happens to be, and draw with the momentum they acquired in keeping time to the count, counting 1, 2, 3, 4, draw, 1, 2, 3, 4, 5, 6, 7, etc., going round as often as the teacher wishes. The drawing should have as many lines in it as

there were counts. See figure 6.



In the first-movement exercises it is well to count very rapidly, as this will oblige the children to use their arms and prevent a wrist or finger movement. Later the speed should be slackened, when we should aim to have them control their arms in a slower movement.

Having made the drawings, the next step is to have the children hold them at arm's length and study them, comparing them with the teacher's drawing. This should be followed by such criticisms from the children as "It is too small;" "It is not in the center of the paper;" "It is not round;" whereupon they may be asked if they thought they could do better at a second trial, and another attempt is made.

The teacher must never forget that the motive of the lesson is not to draw a circle, but to teach a correct method of the doing. Having finished the second drawing, much attention should be paid to comparing the two drawings, in order to notice any improvement. The good drawings should be selected, shown to the class as examples, and then placed on the wall, where they may be constantly seen.

The drill on circles should be followed by a drill on straight lines. The teacher should show to the children a sheet of paper upon which are drawn just such lines as she wishes them to draw; at the same time she should fully explain the method of drawing them, illustrating on paper or the blackboard. Again, she must call attention to the position of the body and position of the paper, the manner of holding the pencil, the direction in which the line is to be drawn and the speed in drawing it.

In drawing all straight lines the pencil should always be held at right angles to the line drawn, as illustrated in the following positions, in order that the hand may not obstruct

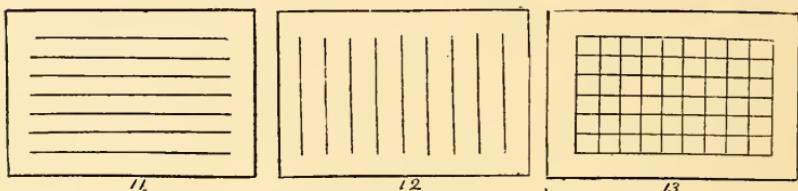


the view of the field upon which the line is to be drawn.

Horizontal lines should be drawn from left to right, with a direct stroke, while the pencil should be held from front to back, the same position that is used for writing, as in Fig. 1. Vertical lines should be drawn from the top down,

with a direct stroke, while the pencil should be held from left to right, as in Fig. 2. The position for the oblique lines is indicated in the above illustrations 9 and 10.

In the drill on straight lines, we should draw the horizontal ones first, because they are the simplest. We will keep the lines a half inch apart, and leave half an inch margin on the four sides, as in figure 11. Then we will drill on the vertical lines in the same manner, and produce figure 12.

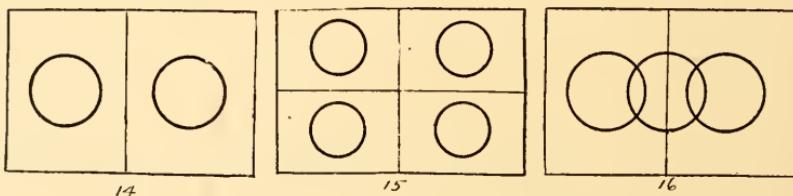


In order to keep the class working together it is best to count. Sometimes we count 1, 2, draw, and for 1 and 2 we have the children go through the motion of drawing without making a mark, aiming simply to teach them correct movement.

In the drawing of the straight lines, as in the circle, or in fact of any exercise, the children should study their first effort, criticise it, and make a second, and if necessary a third, trial. Excellence in this work will only be the result of a growth in power, and not an immediate return of a single lesson.

When the children have had separate lessons on horizontal lines and on vertical lines, they should combine the two in one exercise and make a good checker-board. See figure 13 above.

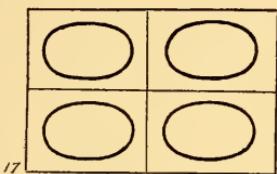
We should from the beginning teach economy in the use of material, and guide the children in making orderly arrangements in all their work.



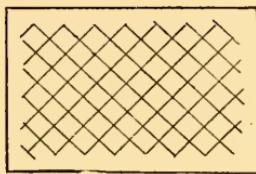
In the drill on circles we may for variety's sake vary the exercises, as in the above illustrations.

Along with the exercises on straight lines it will be necessary to teach the size of an inch and a half inch, and later in the exercises of circles we will have to teach them how to bisect and trisect. Margin is an important feature and should be considered from the beginning.

Similar drill exercises on ellipses and oblique lines may be given when the simpler exercises have been done.



17



18

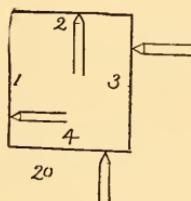
We must not forget that it is not sufficient to teach children correct methods in drill exercises, but we must teach them to apply these methods and see that they do it in all kinds of drawing. The circle and straight line should always be drawn with continuous movement and with direct stroke. The painted line is never desirable. Whenever a circle is to be drawn, either as the outline of a sphere or the face view of a cylinder, it should be done as in the movement exercise.



19

In the same manner all straight lines, whether as the edges of a cube or a square, of a cylinder or an oblong, should be drawn according to method, the child changing the position of the hand as the position of the line requires it. Sometimes, to establish this habit of correct doing, an exercise in

which a vertical and a horizontal line are drawn alternately, as in figure 19, or a drill on squares or oblongs where it is necessary to change the position of the hand in drawing the different sides, is found to be very helpful. It is not expected that kindergarten children will do this work with any great degree of skill, but they can do enough to lay the foundation for future work in the primary school.—*Katherine M. Ball, San Francisco, Cal.*



20

GEOMETRY IN THE KINDERGARTEN—A PROTEST.

We are always claiming for the gifts of the kindergarten that they open up to the little child some of the great fundamental truths of geometry, and give him his first tiny grasp of this important branch of mathematics, while it is as yet all play to him. We build with the cubes, the oblongs, the planes, and the sticks, and all the time these baby structures—which need the ever-active imagination to clothe them and make them real—are built upon and woven around certain definite forms, which geometric forms the teacher is, at that particular stage of the child's development, trying to make real and familiar to him. This is all right, but supposing we make too much of this imperfect material, and exact from it lessons which it never could have been intended to teach; lessons which are in themselves true, but are poorly and wrongly illustrated by the substance in hand—so that when the child is older, and able to think abstractly, he will have to unlearn what he gained so firmly and so easily in the kindergarten, and try to forget, or else separate forever, his childish toys from the real truths themselves; and this is not what we are working for. Realizing that these first impressions are the strongest and the surest, we want to tell him nothing that is not absolutely true, that is in this line of thought.

But I must come to facts and correct what seems to me an error in our gift training and gift presentation, *not* gift material observe.

I gave a class of bright little tots their first lesson with the square tablets; we had the feeling game, hands under the table. I asked presently for the number of faces; they answered unhesitatingly six; could feel them and count them. I was at fault in asking the question so long as I called the tablet a square; I should never do it again with the same object in hand—as I will explain further on. Then I asked for the number of edges and the answer was twelve; likewise with the corners, there were undoubtedly eight. I was surprised and confused, but thought it very interesting; however, not being prepared to settle the matter then, I went on to building, and subsequently thought it over. I determined that that tablet was not the plaything to bring out the lesson about the square; it was all right as far as form lessons were concerned, and practice in parquetry designs, and in any sort of representation picture work; but for the real square and the talks about it, we must go to the cube

and study one of its faces. A square is boundary in space, possesses no thickness, has therefore but one face, which the cube face correctly represents; from this it is plain that no number of squares piled one on top of the other would ever produce a cube. I should never encourage that practice. This principle applies to all the lessons on the planes, the oblongs as well; learn about this form from the faces of the oblong prisms of the Fourth and Sixth gifts, and let these blocks be prisms and not oblongs. To use the sticks, gono-graph, and thread game would be very good for plane work, but not as good as the faces of the solids. The tablets are *not* perfect examples of these essential truths, and should not be wrongly used. I should leave the lesson untaught, rather than teach it in an imperfect way; use the faces of the solids themselves, of which our tablets are concrete representations.

In the same way we must be careful in dealing with the sticks. I read only the other day that it was a good plan to let the children place a sufficient number of sticks side by side to produce a square, as in this way one of the great truths of mathematics was acquired, namely—that an aggregation of lines forms planes; and furthermore the argument was carried on to prove that points placed one after the other produced lines, using the lentils to illustrate this to the children. Now if we think of this for one moment, we can see the harm that is done. It would take an infinite number of lines to make a square, and an infinite number of points to make a line, as a line is simply distance between two points on a given plane, and a point is position in space.

Children are so honest, so very open to truth, so quick to detect an error, and so slow to forget anything, and so willing to receive everything, I often feel a real awe when trying to lead them to feel what I am sure is right. I had a humble feeling of apology when I again offered them the squares, and told them that a real square was thinner than anything they could think of, but that the kind carpenters made ours thicker, so that we could play with them. They appreciated my feeling of chagrin I am sure, and seemed to understand my fine distinction, forgetting that I had let them labor under a delusion for a week or more.

These few words are only a warning to be further thought out, and, I hope, carried into all our work. We have all tumbled into a rut it seems to me, and in this one direction at least are becoming mechanical; let us climb out quickly, and think carefully and independently upon every point

before we pour it into the quick, grasping little minds² of our eager listeners.—*A. R. G.*

COLOR SONG.

[To be sung with badges or flowers, or with color-balls.]

Red is the color we seek and show,
The streaming red of the sunset glow,
The crimson rose and the autumn leaf,
The scarlet poppy in harvest sheaf,
The rosy apple and blushing cheek,—
Red is the color we love and seek.

Blue is our color; the deep blue sky,
And the blue-bird's wing as he carols high,
The clear blue river rippling wide,
Forget-me-nots by its azure tide;
And the melting blue of a tender eye
Beaming so surely and lovingly.

Yellow we love in the sunshine bright,
The full rich glory of summer's light;
The fields all yellow with buttercups,
The burnished bee as he hums and sups,
The great round squash and the sunflower wild,
And the golden hair of a lovely child.

How beautiful is the fair earth dressed,
In light and colors and form expressed!
Her purple hills and her oceans blue,
Her meadows green and her blossoms' hue,
Her rosy skies and silvery snows,
While around the burning sun she goes.
So bright, so gay, she twirls and flies
Through many hued and radiant skies!
Thank God for light and colors seven
That bathe in beauty earth and heaven!

—*Louisa Parsons Hopkins.*

POINTS FOR DISCUSSION AT A TEACHER'S ROUND TABLE.

I. Reports from teachers and kindergartners as to the number of pupils, the length of sessions, the times of promotion, etc.; topics of common interest to teachers and kindergartners.

II. The mistake of overcrowding the lower grade classes. What can we do about it?

III. Mother's meetings will help the children; may they also help the teachers.

IV. Discipline.

V. *a.* What is Paidology? "Study the object you have to act upon." *b.* Are teachers interested in the study?

VI. How is the individuality of the child recognized and assisted in the kindergarten and in the primary school?

VII. *a.* What should the primary teachers expect of the children sent to them from the kindergarten? *b.* What recognition of the work may the kindergartner hope to find when she visits the primary rooms?

VIII. What work in music and drawing shall the child have during his first seven years?

IX. *a.* Must we use all the Gifts and Occupations in the kindergarten? *b.* And may some of them be used with profit in the primary classes?

X. *a.* Discussion of programs. *b.* Suggestions for valentines and Washington's birthday.

XI. Among the recent publications of books and magazines to aid workers with the young, which do we find most helpful?

XII. Question box.

SONG OF THE POPPY.

[May be used to illustrate Froebel's Mother song of "Play with the Limbs." A suggestion for California workers.]

O pretty little poppy red,
I thought I heard you say
You always went to sleep at night,
And kept awake by day.

O pretty little poppy red,
With pockets full of seed,
The miller said, "I want you, dear,
You're just the flower I need."

The pretty little poppy red
Went fast asleep to dream
About a miller and a wheel,
That turned above the stream.

The pretty little poppy red
Dreamed on the whole day long,
And woke into a pretty light,
To hear a bye-low song.

—Lena Breed.

PARENTS' DEPARTMENT.

A LITTLE ROBIN HOOD.

If you knew little Robin Hood you would say he is a funny boy, but if you knew him better you would like him better, and he would tell you many things you do not know.

"How does *he* know them?" you ask.

Because he has seen them and heard them. He has two bright eyes and two keen little ears like yours, but his eyes and ears have seen and heard more than many little eyes and ears, not so much because the fairies have kissed them as because they have been trained and practiced every day and hour of his little life. He lives away off in the country where he has to find his company in the woods, and his friends in the little feather and fur people who live there.

He has a splendid, good, true dog, Don, who takes care of him almost as well as a nurse could; only, of course, Don cannot dress him or feed him, but he has learned to do these things for himself, and you don't know how much he likes to do it.

Don does not have a voice to talk, but he talks with his great, beautiful eyes and by his actions. He and Robin seem to understand each other perfectly; and go everywhere together from morning till bedtime.

They go out to the barn to call on the horses and cows, and the lambs who are always glad to see them; they bow to them, and when Robin reaches up to pat them they rub their noses on his arm, and tell him they like kind people and appreciate kindness just as much as anyone. Robin talks back to them, and they have real good visits all together.

In the poultry-yard the feathered friends cluck to each other: "Rob, Rob, Rob is coming! Rob, Rob!" for they know well enough how to talk together, and they all know Rob will bring them something. The puffy turkeys come strutting and gobbling: "Give me some! give me some!" The ducks and geese say, "Quick! quick! quick!" The hens clatter to their young ones, "Chick! chick! chick!" Then they all come in a bunch calling, "Feed! feed! feed!" The

pigeons cry, "More! more! more!" While the proud old rooster, pretending he does not want what other people need, jumps up on the rails and crows: "That will do! That will doo-do-do!"

Don will sometimes run in among them just for fun, and then there will be a great screaming, which is half laughing, for they know as well as he that no harm will be done.

It is great fun for Robin Hood and Don to run off to the woods, and it is wonderful what company they find out there. The little rabbits do not stop to talk much; they hop off and scurry to their holes, for they are never quite sure of a boy and a dog; the squirrels scramble briskly to their perches on the tall branches, waving their plumy tails with—"Hullo there! How's that for high?"

Sometimes they even drop down a nut for a treat to friend Robin, and they chatter so that he knows all about their plans.

All above and about and below are friends; the birds, butterflies, bugs, and even the toads are so sociable with each other that Robin, by close watching, has learned how to visit with them also.

Everywhere, almost always, is Mr. Wind, the great giant who makes such a stir in the world. It is wonderful to hear the wind talk to the trees, to the vines, to the flowers, and to the waters; and it is lovely and wonderful to hear and to see how they all answer the wind.

The tall tree bows his high head and says: "Yes, yes, yes!" and then he laughs so that he shakes all over, and again he holds out his arms, exclaiming: "Come on! Come on, old wind; let us have a tussle together just for fun, to see who is the stronger!" Then the tree and the wind will laugh and roar together. When the warm spring sun has coaxed out the beautiful leaves all over the tall tree he waves his branches so kindly, and invites the birds to come in among the green bowers, and he makes them so happy that they want to stay with him, and they build their little nest homes right up close to his kind, rough trunk. They coo and sing to him, and he shelters and rocks the baby birds that come out of the little nest eggs, and he hushes all the little family with soft, rustling, whispering songs.

Robin Hood hears all this, and if you will just be sure to listen the next time you see a leafy tree, you will hear its whispering song; it is the sweetest, softest sound you ever heard, except your own mother's voice.

When Robin and Don come back to the porch to rest

and have a bite of lunch, they watch and listen for the good times the vines and flowers are having. They wave their slender hands to the wind, and he comes and dances with them and talks gently with them, so gently Robin can hardly understand sometimes.

Sometimes on warm days Robin Hood goes down by the brook among tall grasses, and he can hear the quiet whispering and the joyous lisping of the reeds and of the running water; he never hears sad or cross songs there, always bright and merry, happy and true. The brook tells him how it comes from a cool spring down in the ground, or from a cold snow-bank up on a high hill, and how it is flowing, flowing, always going; always playing, never staying, for it wants to grow to be a great, rushing river, running into the sea.

At other times on the lake shore, Robin and Don have endless fun in the sand and stones; they build parks, castles, bridges, and houses, and then they watch and listen while the swish-swash, wish-wash of the waves tells wonderful witching stories and songs.

One day while they were listening Robin looked out across the water, and saw a little whitecap raising its head away out in the lake, then another and another; pushing each other, rushing for the shore, they came tumbling, till the lake was all astir; then the waves began to pound and roar and lash and splash, and Robin and Don had to run away from the flying spray which seemed to chase them. Even after they had run home, even after they had gone to bed they could hear the loud voice of the lake saying: "Run, run; roar, roar; rush!" And the wind piped and whistled at the windows and down the chimney till Robin laughed and clapped his hands with delight at the grand storm.

Next morning the sun came out bright and strong, saying: "Come, come, my children, winds and waves; what's all this rumpus about? Quiet down and be calm;" and they had to mind.

Now wouldn't you like to visit little Robin Hood? or better still, wouldn't you like to be a little Robin Hood? Just try it for the fun of it, and you will be surprised how much fun you will have—more than fun—real pleasure. Brighten up your starry eyes, prick up your little ears to see and hear voices without words. Be a child of nature.—*Hal Owen.*

NURSERY ART EXHIBITIONS.

What shall be done with old magazines and periodicals after they have been used by the family? is a question that is answered in various ways, perhaps in none better than by adopting the practice of cutting them to pieces, using stories and essays for scrapbooks and other purposes, and the illustrations for nursery art exhibitions. To the magazine-hoarder this seems like extravagant vandalism, but to those who are interested in the training of young children and youth the suggestion will appeal. Children at ten years of age have less before them to learn than had children of the same age a quarter of a century ago. Subscribers to *St. Nicholas* and *Harper's Young People* have been made ready, by their study of those periodicals, to appreciate, later in life, the paintings of many of our American artists of note, so familiar have they become with their names and drawings.

One child of a dozen years was heard to ask, wonderfully: "Where does Mr. Church keep his bears?" This same child has already collected all the woodcut illustrations within his reach that have appeared marked with the name of Mr. F. S. Church, and in later years will without doubt carry his admiration far enough to purchase, perchance order direct from the artist, paintings that will satisfy his mature taste as completely as do now the cleverly drawn bears off on a spree.

The whole system of modern education is such as to prepare young minds for the reception of ideas. Formerly facts were hammered into the brain, as it were; today the mind is trained to observe, and ideas take easy root.

In vindication of this theory I would present the following suggestions for training young children, while still in the nursery, in a rudimentary knowledge of art; and for this training I would propose that we sacrifice the back numbers of magazines and papers.

In the first place, consider how little real good comes from storing such possessions. Unless the file is complete it cannot be sold even in the future for a great amount; and as life speeds on, one has little time to browse in old magazines, so vast is the number of new ones.

Now, suppose a day in each week is set apart in the nursery for the perusal of illustrated periodicals. Let the children select the cuts that most appeal to them; give to each child a large box in which pictures may be carefully laid away from time to time and kept for the "Nursery Art Exhibition," which should take place once a month.

This plan has been successfully carried on for years in a nursery not far away, and the monthly exhibitions have proved most enjoyable. Shawls or old soft draperies are hung up in different parts of the room, and each exhibitor has a special place for his or her own display. The boxes of prints are handed out (for they are nursery *treasures*, not nursery toys, and are kept out of reach), and, according to the child's taste, the pictures are pinned up for exhibition.

It is surprising to note the different tastes. One child has only drawings of buildings to exhibit, no single landscape, no figures—buildings alone have appealed to this architect of the future; another has collected animals; another deals entirely with natural history subjects, and his choicest possessions are the illustrative drawings by Mr. William Hamilton Gibson.

The landscape lover has already learned that the wonderful processes of the present day have made his collection marvelously beautiful, and the observation he is known to have made, that his pictures "look like paintings," is not unnatural. How ready his mind will be in later years to grasp the mysteries of the half-tone and other reproductive processes!—*Outlook.*

THE VIEWS OF A QUAKERESS ON THE SUBJECT OF FAIRY STORIES.

Thine of November 21, 1894, in response to mine of the 16th of the same month, is before me. Probably my views on training children would differ some from the kindergarten idea. Some writer has said that all children are born liars; it sounds harsh, but I think there is considerable truth in it. I think all who have the care of children should endeavor to cultivate truthfulness and a love of truth, as the foundation of all character building.

Years ago, in my early teaching days, I read of an eminent teacher (I have forgotten his name) who enjoined his pupils to "keep to the truth within a hairbreadth." I have quoted this many times. I do not object to some fables that teach a moral, and that are distinctly understood to be fables, but I *do* object to telling fiction as truth, or mixing truth and fiction.

A friend and I were looking at books with a view to buying, when she remarked: "I do not want fairy tales for my boys." I asked a mother who had raised a family, one who

took great pains with her little children, if she liked fairy tales. She replied: "Most emphatically I do not." I put the same question to the wife of a Methodist minister; she said she did not like them, but thought children did.

In the KINDERGARTEN MAGAZINE for March, 1893, page 516, a subscriber says: "I fear that our 'make believe' plays will cause the children to tell 'make believe' stories when they should tell true ones. At times I have had some quite impossible stories of bears, dogs, horses, etc., told me. I am troubled to know how to cultivate the imagination and enjoy our plays and stories without ruining the children's ideas of truth." I think here is a point that requires much care. With a child's idea of truth ruined there would be no check to his imagination, no hopes of anything really good. In Genesis 8:21 we read: "For the imagination of man's heart is evil from his youth."

The book I have used with success is "Seaside and Way-side." The children are much interested in the crabs, and I have lent the little book several times. I think it very desirable that children should early be interested in nature and natural history; it will inform the mind and serve as a safeguard against improper reading. The kindergarten aims to bring the child into contact with nature.—*Hannah W. W.*

VALUE OF SEWING IN EDUCATION.

The manual training idea, as the direction of eye, hand, and brain, permeates the kindergarten, and its principles are worked out in concrete form, not the mere abstractions which may be absorbed to vanish into thin air.

In Manual Training high schools industrial work is taken up, but in many places there is a great gap between the kindergarten and the high school, for which industrial work should be developed. Sewing is one of these developments, and occupies an important part in industrial education. For girls, particularly, many of whom at an early age are thrown upon their own resources to earn a living, sewing is a valuable equipment, and when systematically taught, a large educational factor. The pupil becomes expert with the needle, learning all the different stitches, from the simplest to the most complex, for what purpose these stitches are used, and to what materials best adapted.

After continued practice with the needle, a simple outfit for a doll, child, or adult can be planned, cut, and made,

and this part of the scheme expanded to any extent desired, using coarse materials and making plain garments, or finer materials and more elaborate ones. Whether the sewing be on small samples of cloth for practice work, or on some article of clothing, the material is used in the most economical manner, no unnecessary waste being allowed.

The material is inspected, whether of cotton, wool, or silk, and its quality noted; the production of the material is investigated, from its origin through all the different processes of manufacture to the finished article; the market is consulted as to supply and demand, and prices quoted; thus sewing is made a searchlight disclosing other subjects relating to it.

The methods and development must be adapted to suit different necessities, but the principles involved are always the same, training the hand through the eye and brain, and brain through the eye and hand.—*M. A. B., Minneapolis.*

COMIC VALENTINES HAVE ANTIDOTES.

"I have children of the seventh grade in my room. Of course, in that grade, so much school work is done that there is little time for evil to get into a child's mind. I found one boy, however, who came from a very poor home, given to this vulgar picture-making, and I took him away from the other children and gave him a good seat by my side. I said that he could hurt their minds and that I must be the only one to ever see his pictures. I made the sin of vulgar pictures so vivid to him that he cared very little about making anything that he could not show to me. I have pictures to give to the children and constantly point out the beauties in my pictures. I have these pictures placed on the board, and teach the children to love the beautiful. They like to have my approval, and I try to have my eyes open for all that is good, at the same time trying to root out the bad.

I think that the cause is in the home training, or in the lack of it, for they are left to themselves too much, and allowed to think too much by themselves.

We always have a valentine box in school, and in three years' time I have not seen a poor valentine in my schoolroom. As a preparation, we have a story which illustrates the cruelty of unkind jokes.—*L. E. G.*

A PASTOR and father gives an account of his visit to the kindergarten:

Realizing my inability and lack of time to properly train my child in all things, I turned to the kindergarten for help. A visit to the Breyfogle (New Albany, Ind.) Kindergarten proved to me that it would give her just the work needed to start her in life.

The principals and teachers are filled with the spirit of Christ, and govern by love. I was wonderfully impressed with the ease with which they managed so many children from so many different conditions in life, until I learned the secret—love for the child and love for the work. These little children—babes, some of them—are brought together from nearly all conditions of home life. Some of them are petted and spoiled by over-indulgent parents; some are neglected by overworked mothers; some of them come from homes where Christ is enthroned, and some from where they feel no religious influence. All these are taken and taught by precept and example that they are children of the same Father, and that to please Him they must love each other.

Here they are brought into contact with only that which is pure, elevating, and refining. They learn forbearance, forgiveness, and brotherly kindness.

They reverence Christ and give him thanks for all things. Love for the beautiful, the true, and the good is cultivated in every exercise. High ideas and true character are kept constantly before them. All their games and plays are designed to teach them some useful lesson. They are made familiar with the habits and dispositions of animals and birds. The exercises are suited to the season of the year.

The manufactured article is traced from the obtaining of the raw material to the finished product.

Articles of merchandise are made familiar by name and use. All honest labor is respected.

For those who are interested in child-life, and in the development of true character, the kindergarten comes as an inspiration, and to my mind, the Breyfogle Kindergarten is a model one. Mothers are loud in its praise, and little children cry when deprived of its happy life. How many homes are made brighter by its influences! Generations to come will be the better and happier because of the work of this institution.

May the Lord greatly bless all those who are interested in carrying forward this movement and continue to widen its influence.—*Rev. F. J. Shrode.*

FIELD NOTES.

Dramatic Power.—Professor S. H. Clark, of the department of elocution of the University of Chicago, and principal of the Chautauquan School of Expression, gives the kindergartners a valuable sermon on the power and persuasion of gesture, in the leading article of this number of the *KINDERGARTEN MAGAZINE*. We would urge our readers to lose no opportunities of hearing Professor Clark discuss these vital and directly profitable subjects. As a thorough student of psychology, as well as of human nature, Mr. Clark speaks with authority and insight. The kindergartners of New York City, Brooklyn, and vicinity, have the privilege of attending a course of lectures to be given by Mr. Clark before the students of Pratt Institute of the Kindergarten, Art, and Library departments, on March 5, 6, 7, and 8. The first three talks are at four o'clock in the afternoon in Assembly Hall, and the last one at ten o'clock in the morning, in the same place. The topics of these talks are as follows: 1. A Study in Story Telling, illustrating unity, movement, contrast; 2. A Study in Oriental Story Telling, illustrating local color; 3. A Study in Tone Color, Rhyme, and Rhythm; 4. A Study in Plot Construction.

A Pestalozzi Celebration.—A very interesting meeting of the Berlin Teachers' Association was held in Concordia Hall January 5. The program which preceded the social evening was most interesting from an educational standpoint, Pestalozzi being the subject. The society sent for L. W. Seyffarth, an old pastor in Liegnitz, who is the editor of the complete works of Pestalozzi, and who is no doubt the greatest living student of this educational reformer. He pictured Pestalozzi's love and service for suffering humanity, and read some unpublished letters of Pestalozzi and his wife, Anna Schultess, that were written before they were married, showing the high ideals they had and their mutual interest in the uplifting of mankind. Herr Seyffarth is just preparing them for publication; and judging from the contents of the few letters he read, they will give much light upon the character of the educator. After this interesting address was given a drama in three acts, entitled, "Pestalozzi in Stanz," arranged from his works by a member of the association and acted by other members. The scenery was a picture of Stanz, in Switzerland, with the high mountains around it, the lake in the distance, and the picturesque old convent in which Pestalozzi lived with the children lying at the foot of the elevation. This building, which was once a place of refuge for many neglected children, and at another time a resting place for the wounded French soldiers, is now inhabited by nuns. When the traveler knocks at the door of this convent, hoping to see the historical place where the great educator lived and suffered, a sweet-faced nun appears at the window in the door and shakes her head, which means, "No admittance here." All the trace one can see here which reminds one of the children are the worn stone steps over which they must have walked so many times. The first act represented the conditions of the country and people during the time Pestalozzi felt the great need to help these children. The schoolhouse was a cobbler's shop, with a boot hanging over the door. Here the cobbler lived, taught,

and worked. The children came marching to school, carrying long sticks of wood under their arms to heat the schoolroom. One stick was too small, and the child was driven home by the cross, cruel-looking schoolmaster, and told not to return unless he could bring a larger stick. The poverty of the people was vividly pictured. The second act shows Pestalozzi and the children in the convent. They are ragged and dirty. He washes their faces and gives them clean, warm clothing and something to eat. Here he ministers to their first needs, thus making them comfortable and happy; he serves them with his own hands, his own money, and shares all their joys and all their sorrows. There was always room for another, even if he had to share his bed. The third act opens with the children all at work; some in the garden, some in the house, some busy writing or drawing on their slates, and Pestalozzi in their midst, participating in all they are doing, like a loving, helpful father. It was a happy family picture in the midst of the greatest poverty. This peace and harmony does not last long. The old cobbler, or former schoolmaster, tells the ignorant parents that Pestalozzi is a bad man, not a Catholic, does not teach the children the catechism; that he has them there to work for him, and that he teaches them nothing. The ignorant peasants come to the convent and demand their children. But the children cling to "Father Pestalozzi," as they call him, and beg to be left in their happy home. This demonstration of love on the part of the little ones for their "*Vater*" convinces the parents that he must be a good man, and they pounce upon the cobbler and beat him for lying to them. A still greater hardship now faces the brave man; the government officials come and announce that the convent must be emptied immediately, so the wounded French soldiers can be brought there. This is a great blow to the good man; he wants to keep his children. He begs the officials to give him one small room, at least, for the orphans; but this, too, was refused him. The disheartened Pestalozzi must send his children back to their homes and leave Stanz forever. He had proven what education will do for the neglected, and, at the age of fifty-two, concluded to be a teacher, for he was convinced that through education he could best help humanity. At the close of the drama, the large assembly arose and sang in chorus a tribute to Pestalozzi and which was written for the occasion. No worker with children could have gone from the gathering without being uplifted and inspired by the life of Pestalozzi.—*B. H., Berlin, January, 1895.*

PROFESSOR COE, of Northwestern University, addressed the Cook County Teachers' Association at Y. M. C. A. Hall, February 9, on "Artificial Dependencies." He dealt clearly with the true ideals of education and culture, and our artificial methods of attaining to them. Education is variously defined. Huxley characterizes the educated intellect as a clear, cold logic engine; but all authorities agree that education is a preparation for *doing* something. For careful preparation to insure the accomplishment, calm and self-possession are necessary, but modern civilization seems almost opposed to peace of mind. Rush and bustle cultivates noise, and human life is shortened by city noises. There is even danger of modern humanity forgetting how to worship. Quiet soul communion is becoming almost impossible, and simple human intercourse is obsolete; artificial means are demanded to preserve conversation from becoming a bore. True culture is the deep and God-like calm of a rich self-possession, and what method of artificial dependence tends to such an ideal? No American knows how to rest, and pleasure excursions could often be more properly characterized pleas-

ure exertions. There is a constant striving and straining for satisfaction and but the monotonous repetition of exertion often results. Americans feverishly strive to come to themselves; they search at home and abroad, and of course they cannot find themselves abroad. The ideal of an educational institution is not a monastery nor yet the stock exchange or department store. The seat of all the soul's power is "I AM." Methods and machinery have their place, but the whole value of nature is the knowledge of the true way of living. Inner peace, dignity of mind is the true culture, and the religion of the rational being must absorb the whole of culture. An equilibrium of the nervous system, an invariable balance and poise, an ease and grace of mastership are essentials. And what are the methods of their attainment? What the teacher *is* propagates itself in the pupils. But parents begin the dependence on artifices. Often the inventive genius of two hemispheres is at the bid of an American nursery. Parents ransack heaven and earth to amuse a child when a sand pile and an iron spoon, a pair of shears and some colored paper, or a box and hammer and nails, out of which any normal child could create a world of his own, would give more lasting joy. It is like going out-of-doors to find one's own fireside. How can a child environed thus attain the mental repose of true wisdom? Stimulation has no place in the education of normal children. The incentive should be inherent in the work, not arbitrarily associated with it. Ambition is unnatural when it sacrifices self to the thing and brings perpetual anxiety even into the life of the child. Why should we think there is any better preparation for living than living? May the Lord have pity on the souls of children committed to the percentage factory! The wise teacher relies upon the intrinsic pleasure of the work and the uncorrupted spontaneity of the child for the incentive. The thing to be learned is *truth*, the text-book is but a voice, a means of expressing it. The relation of the book to truth is like the window to the landscape, it cannot contain it, it can but be the means of its presentation. The inflated value of rules and formulas is another artifice upon which large dependence is placed. Teachers should not mistake the memorizing of formulas for exactness of thinking. Examinations may be either a natural growth or a bugbear. Test is a natural enjoyment of growth. But school examinations are the symbol and often the realization of the unnatural. Drudgery and driving are resorted to where there should be spontaneity. And the pupil should *never* be hurried or worried; both are fatal to the true ideal of education and culture. We should *live* solely what we *are*. No better ideal for our attainment of culture can be expressed than Socrates' prayer "for beauty of inner soul, and the inner and outer man to be one; and gold such as but a temperate man can carry."

St. Louis.—"The mother of the public school kindergartens," as St. Louis is truly called, is just now receiving a new impulse from several quarters. First, there is a serious effort being made to reduce the age of the children from six to five years. It was to have been four years, but everybody knew that thousands of children under five would be entered as five years old, so the committee who are to present the matter to the legislature have about decided upon five as the school age. It is to be hoped that this will become a law, as the children will be gathered in from the streets at the most impressionable age. New kindergartens will have to be opened in almost every district if the five-year-olds are to be admitted. It is the state law that is to be amended, which may compel the starting of kindergartens throughout the entire state. The kindergarten has spread into some of the primary schools, and

the effect is almost magical. The first primary of the Franklin school has made the conscious development of the kindergarten idea in primary work. Miss Bacon, the principal, and Miss Brady, of the first primary, have worked together for this end for several years and the results are more than satisfactory. Teaching reading, writing, and numbers after the methods that naturally grow out of the kindergarten system is not only a joy to the children but to the teacher also. This school was visited in the afternoon of the coldest day of the season. The children were all ready to go home, but when the teacher found that she had a Chicago visitor she said, "Would you like, children, just as well as not to stay another hour and learn some new lessons?" The little hooded faces broke out into joyous smiles, and off came caps, hoods, wraps, and overshoes, and at a word from the teacher a dozen at a time crowded around her, eager for a new reading lesson. Then came the writing lesson, which was an original composition lesson as well, on the slates, then an analysis on the blackboard. If the school directors who shut their eyes and ears and hold for the three R's could only have seen and heard this impromptu lesson, could have seen the joyous spontaneity of the children, what a change might have come over the spirit of their dreams. One little fellow said, "I want to stay until six o'clock." Another danced up and down and said, "I want to stay all night." Oh the joy of the new life that the kindergarten brings to childhood and to the teacher! It is the oil of joy for the spirit of heaviness. At the Crowe school Mr. Francis E. Cook, the principal, is a recent convert to kindergarten methods, but the zeal of complete regeneration is upon him, and the whole school is alive with the life of the spirit. Kindergarten methods, based on Froebel's system, may be used freely in all grades, but if the living spirit is not present in principal and teachers they are not vitally effective. In this school the spirit is present everywhere. There is no criticism of the old ways, none of the methods of others, no finding fault with the slow movements of superintendents, school boards, or school laws; in unconscious enthusiasm the truth and the moment are seized upon and the joyous response of fifteen hundred young minds and hearts gives the satisfactory results that will make it a model school in the near future. Mr. Cook's idea is to utilize both the will and the affections in his method, that the result may be self-discipline, self-training, self-culture, rather than that of the school. So he has the roll of honor, where the *will to do* is counted into the result, even though there may be failures in lessons and examinations. Through the affections a spirit of altruism is developed, and if there is an unfortunate child the whole school turns to it with helpful hands, hearts, and thoughts. The aesthetic is not forgotten; music, drawing, color, form, poetry, each has its place along with personal cleanliness and general good order. In this school there are no suspensions, no corporal punishments, no rebellion, and no monitors. It is a well-ordered family, the order coming from the will and the heart. The very latest move in the right direction is a preparatory course of study in the principles of the kindergarten system and their application to primary work. In St. Louis there are many graduates from the Normal school who are waiting for positions as teachers in the city public schools. Miss Susan V. Beason, assistant principal of the Normal school, suggested to the superintendent of schools and the supervisor of kindergartens that these young women who are waiting for positions be put in training for the new primary school which is to be an advance kindergarten. The idea has taken form, and there is soon to be a course of practical work and study formed, and these young women are to re-

ceive the pure Froebellian ideas from experienced kindergartners. How funny it seems that a text-book treating of the world's great educators is used in these days which has not been revised so as to include Froebel. Yet that is the case in many schools. Many of the primary teachers are attending Miss McCulloch's Mutter und Kose-Lieder class once a week, and are becoming more and more interested. This gives them a rational basis for all their work, and they see that they must do nothing unrelatedly.

Miss Mabel Wilson, director of the Franklin kindergarten, leads a class in the study of Symbolic Education. This class is made up of kindergartners, primary, and private school teachers, and under the inspiring leadership of Miss Wilson they are making a thorough study of this book, which is infusing new life into all the teachers who read it, for a second reading does not satisfy, nor even a third. The spirit that inspired the author seems to take possession of the thoughtful teacher, and a most careful study of the fundamental principles of the kindergarten and their application to all the grades is the result, many times, of even a casual reading of the book to begin with.—*Anna N. Kendall.*

Menomonie, Wis., Kindergarten.—The introduction of the kindergarten into the public schools of this place marks the beginning of a new epoch in the life and history of the city. Three years ago James H. Stout, Esq., of Menomonie, Wis., gave to this city an ideal manual training school, which is now a part of the public school system of the place. Last year he built three kindergarten rooms, equipped them, and opened them the middle of June. Miss McCulloch, of St. Louis, gave the opening address in March, and deferred opening the kindergartens until June, so as to be able to send one of her best directors there for the summer, that the work might lack nothing from the very beginning. Miss Annie Harbaugh, who received her training under Miss Blow, in St. Louis, and has ever since been a director of one of the largest public school kindergartens of that city, was sent to Menomonie to introduce the new system to the people. It was a success from the very beginning. The beautiful gift of the buildings to the town was inspiring, and then to import thoroughly trained kindergartners and pay all the expenses for four months, until the success was proven to everybody's satisfaction, was the wisest thing this good citizen could have done. Miss Harbaugh and her assistants not only won the children and parents over to the kindergarten at once, but the entire town, so that for once we can speak of a place where there is absolutely no opposition to the kindergarten. It has been made a part of the public school system, and is already a part of the life of the young city. Mr. Stout is one of the sensible rich men who attends to the spending of his money in public enterprises while able to see to it that it is well and wisely done. In such work men are laying the foundation for good citizenship, which must be as enduring as human society itself. Would that more of our rich men could see their way to found kindergartens and manual training schools and then give them to the public schools for an eternal inheritance. Miss Harbaugh remained in Menomonie until the middle of October, and then installed her first assistant, Miss Louise Debenham, as supervisor of the three kindergartens. She has nine assistants in training, and has two mothers' classes, one for the Norwegian mothers. The wife of the janitor of one of the kindergarten buildings acts as interpreter to the Norwegian mothers, often remaining after the class and explaining the theory most carefully to those who do not clearly understand. A Norwegian girl is taking the training, and so the good work is going on, growing stronger day by day.

A German Christmas Celebration.—One could not walk on the streets in the city of Berlin the week before Christmas and not be filled with the spirit of the coming holidays. Every empty square is transformed into a miniature forest; trees of all sizes are set up side by side, leaving winding paths between the rows and forming an evergreen maze. Not only the children, with faces expressing delight and anticipation, are seen here, but those of an older growth cannot resist the charms of this green forest in the midst of the city in midwinter. All Germans love the *Weihnachtsbaum*. Every German family, whether it consists of father, mother, and little ones, a mother and daughter, maiden ladies living together, or of old people without children or grandchildren, has its *Weihnachtsbaum*, and all become as little children in their love of the Christmas tree. And the bright lights peeping out of these homes on Christmas eve cannot fail to bring a message of cheer and welcome to those far from their own homes. The trees are lighted up every night in honor of some invited guest until after New Year's day. Thus the Christmas joys are shared until the stranger forgets that he is not in his own land and home. The children of the Pestalozzi-Froebel House were busy for several weeks before Christmas, making simple, useful gifts for father, mother, brother, and sister. The children also made all the decorations for the trees; simple, bright articles, as chains, baskets, beautiful stars, pine cones, and nuts covered with gold and silver, and many other simple, decorative things. The gifts made by the children's own work filled several large tables, each child's effort manifest in some simple, useful article, and the knitting, sewing, and wood carving done by the older ones was a special feature. Surely these little Santa Claus' helpers did their part toward making all who came to their festival happy. One distinguished guest at this festival was the Empress Friedrich, who showed her love and interest for the little ones by her motherly distribution of the cornucopias, which were indeed horns of plenty judging by the *Honigkuchen* and other good things with which they were brimming. The little ones crowded about the empress, and pulled her dress as though she were a "*Tante*" like the rest of the kindergartners; she was no empress in their eyes. Two of the children were given a bouquet of flowers to carry to the empress, but they insisted upon taking it to Frau Schrader, the founder of Pestalozzi-Froebel House, who sat near the empress. They were guided away from Frau Schrader toward the empress and reluctantly presented her the flowers, their eyes resting on Frau Schrader. Their instinct led them in the right direction. Some day they will consciously honor one who has done so much for the little children of this city.—*B. H., Berlin, December, 1894.*

THE regular monthly meeting of the California Froebel Society was held in the usual place, Friday afternoon, February 1, 1895. We regretted very much the absence of our vice president, Mrs. Dohrman, who was unavoidably detained at home, but who wrote a kindly letter assuring us she would be present in spirit, at least. Miss Pelham was elected to act as chairman *pro tem*. We were pleased to receive messages from our beloved president, Miss Nora Smith, who at present is in New York, and to learn that she is improving in health. The subject under discussion for February was "Modeling, Practical Lessons and Suggestions." There were three excellent papers written and read by Miss Bufford, Miss Van Bargen, and Miss Sheriden. Miss Ames gave a practical lesson, showing various forms modeled by the children. Miss Van Vleck, teacher of modeling and drawing in the Polytechnical school of this city, gave a most instructive and interesting talk. Mrs. Plisé added a few helpful notes on modeling. There was quite an elab-

orate exhibition of clay modeling, partly the work of the children and partly of the members of the training class, from which could be gained many new ideas and suggestions. The meeting proved to be one of great help to the kindergartners and was most thoroughly enjoyed by all present. After the singing of the Kindergartners' Hymn, the meeting adjourned until the first Friday in March.—*Harriet Gerean Nordlund, Reporter.*

A TOURIST kindergartner relates the following experiences in European kindergartens: "The Kindergarten at Rome is lodged in a fine new building just across the street from the Colosseum. Fraulein Peterman is the kindergartner in charge, and she also conducts a training class. There are one hundred children in attendance. An American kindergartner visiting this kindergarten discovered a feature which amazed her. The one hundred children sat down to lunch in one room at the long tables covered with tablecloths, each with a plate and cup, but also a little flask of wine. When Fraulein Peterman was asked if it were a feast day and they usually drank water, she exclaimed in greatest horror: 'What! would you have the children put cold water in their poor little stomachs with their food?'"

The ten Munich kindergartens are under the charge of Fraulein Beck, and are allowed rooms, heat, etc., also \$750 in money by the city schools. The children pay a small sum, about 75 cents per month, or if very poor, nothing. The supervisor receives \$18 per month, with an addition of \$50 per year from some outside source. The assistants start on \$7.50 per month, and sometimes rise to \$15. The Munich kindergartens continue eleven months.

The Zürich kindergartens are not yet in the public school system, the rooms in the school buildings are furnished them. Next spring, however, they will probably pass into the hands of the school board. One of the buildings is most beautiful and complete in its appointments. The playroom for the little children is quite ideal. The decorations are in relief of subjects taken from well-known stories. Two sets of double doors lead to an open court, where the children play when it is warm enough. Industrial classes are conducted in connection with the kindergarten.

The Heidelberg kindergarten is under the protection of the Froebel Union. There are thirty-five children, ranging from three-and-one-half to six years of age, in regular attendance, with but one teacher, and occasionally an assistant. The children are classed in three divisions, and while one division is under the instruction of the director, the other two are occupied with blocks or drawing materials. The kindergarten has two large rooms and a large yard where the children spend much time.

THE first class of graduate kindergartners from the Buffalo Normal School Kindergarten department, received their diplomas January 26. Miss L. Palmer, as training teacher of this department, reports earnest work and increasing respect for the necessity of thorough training on the part of Normal school students. The commencement address on the above occasion was made by Miss Eggleston, formerly a teacher of primary methods in the Normal school. Miss Eggleston is herself an earnest student of child nature, whose sincere charge to the young kindergartners to keep close to the heart of the little child in all their work, had added force because spoken by one who has tested the importance of such a course. Every Normal school in the United States would profit by having a special kindergarten department.

Sedalia, Mo.—The kindergarten movement here has been slow but sure. Notwithstanding the hard times and many discouraging things in connection with the work, the kindergarten is in a very vigorous condition. The young teacher, Miss Gertrude Haines, although this is her first independent work, manages her little school admirably, and conducts a mother's class on the basis of the Mutter und Kose-Lieder. The insight a careful study of this book gives to even young and inexperienced girls, will make them, as kindergartners, able to lead parents and teachers to a higher knowledge of the true nature of the child. One of the mothers regretted that she had not sent her little girl to the kindergarten the year before instead of sending her to the public school, as the children who had been in the kindergarten only eight months are three classes ahead of the children who did not go to the kindergarten. This is the universal verdict and makes many converts among ambitious parents, who later grow into enthusiastic supporters of the system because of its effect upon the heart and the character of childhood.—*Anna. N. Kendall.*

KINDERGARTEN work is growing steadily in interest and power in Cincinnati. There are this year under the free association seventeen kindergartens, where there were but nine last year. And the training class, which numbered thirty last year, is now fifty, with a third year's course added. The second and third year classes will this year take up the study of Dante's "Divine Comedy," following the Homer study of last year. The most earnest enthusiasm and studiousness has been manifested by the directors who have joined the third-year class, and they are lifting the practical work of the kindergarten above mediocre routine into the realms of originality, and more and more vital results are looked for. One of the most marked signs of interest and growth is the attitude of the city schools. The superintendent has become a convert to the kindergarten cause through his little grandchildren, who have this year attended kindergarten for the first time. There is a prospect of at least two kindergartens in the public schools next year, and seventeen school teachers have applied for a class for the study of "The Mother Play," that they may be fitted to carry the same principles through the higher grades.

Minnesota.—Miss Elizabeth Harrison writes in a private letter: "I have just returned from a very successful lecture tour to St. Paul, Minneapolis, St. Cloud, and Winona. How I wish you could have seen my St. Cloud audience! Three hundred Norwegian and Swedish farmer boys and girls of eighteen and twenty years, struggling against everything to get an education and fit themselves to be teachers. Outgrown coats, shabby dresses, awkward bodies, shy, blushing faces, but oh, such eager, hungry souls peering out of their eyes! such rapt, earnest attention! No New York or Boston audience ever stirred me so."

MISS MARY A. PINNEY, of New Haven, Conn., writes: "I cannot refrain from saying, I do not regard sloyd as a 'mediating work' which shall only fill or bridge the gap between the kindergarten and the primary schools. I prefer to view it as does President A. S. Draper, of Illinois, that manual work, coupled with drawing, should be in every grade, from the kindergarten upwards. If we cannot have wood and iron tools, we may have paper and mechanical tools, and use these until the greater value of wood sloyd is demonstrated as something we must have."

THE International Kindergarten Union filed the following program for its department at the recent session of the National Council of Women: The Kindergarten as an Economic Factor in Education, Virginia E. Graeff, Pennsylvania, Jessie E. Beers, New York; Laboratory Methods in Child Study, Jennie B. Merrill, New York; Froebel's Psychology of Childhood, Lucy Wheelock, Massachusetts.

AT the second triennial session of the National Council of Women, which convened last month at Washington, Miss Sarah A. Stewart, of Philadelphia, presented a paper discussing the subject, "How Can the Higher Art be Brought to Bear Upon the Common People through the Common Home and the Common School?" This subject was introduced by Dr. Julia Holmes Smith, of Chicago.

THE parents of a certain community have been heard to denounce the new education methods. On close investigation of the cause for their complaints, it was found that the so-called kindergartner taught reading and writing to babies of three years, after the antique fashion of the ferule. There are kindergartens and kindergartens, as there are politicians and statesmen.

A UNIQUE entertainment was recently given by a company of enterprising ladies for a children's charity, in the form of a "Star Story Entertainment." The program consisted of original contributions by leading children's authors, read and told by lovers of children.

MAN is first a practitioner, second a theorist. Observation of animal life and human life, the investigation of plants and fruits, the courses of the planets, etc., are far more important during the formative struggle for existence than self-study.—*Dr. Harold Höffding*.

THE April number of the KINDERGARTEN MAGAZINE will contain an article by Miss Susan Blow on "Froebel's Five Knights." In the Practice department of the same number will appear a story which may be used in introducing the game of the knights.

OUR readers will be interested in the sketch of Mrs. Louisa Parsons Hopkins, which appears in this number, written by the sister of Jane Andrews, Mrs. Margaret Andrews Allen. The picture is reproduced from a girlhood photograph of Mrs. Hopkins.

A FEDERATION of twenty-seven New England charitable societies, including prison, reform, and educational work, record three day nurseries and one kindergarten as the extent of the work for children.

WITH this issue the KINDERGARTEN MAGAZINE is mailed to its subscribers in manilla envelopes. All failures to secure the magazine in due time should be forwarded at once to the editorial office.

THE Berea College, Kentucky, has a regular department of pedagogy, including methods as well as theories of teaching. It is hoped that a kindergarten department may be added.

GRAND ISLAND, Neb., has a successful kindergarten and a training school, under the charge of Miss Beatrice Ferrar.

BOOKS AND PERIODICALS.

"The Education of the Greek People and its Influence on Civilization," by Thos. Davidson, D. Appleton & Co., New York, publishers, contains material for a whole history of philosophy condensed. Mr. Davidson has not dealt with the education of the Greek people in a narrow, technical sense, but from the basis of a philosophic history of Greek educational development molded and formed by the political and religious history of the Greeks. The evolution of Greek ideals and philosophy and the influence of the great teachers is treated from a broad educational standpoint. The transitions from social unity to individualism, with the corresponding results upon Greek life and education, are given in complete relations. Mr. Davidson says in his preface that the purpose of the book is "to show how the Greek people were gradually educated up to that stage of culture which made them the teachers of the whole world, and what the effect of that teaching has been." He has undertaken a large task in a small compass, and the imperfections of his work he sees and readily acknowledges. It remains for the careful and interested reader to testify that the purpose has been carried out most profitably and the large undertaking by no means deformed by the limited range of the work. The volume is edited by W. T. Harris, and belongs to the Appleton "Educational Series." Mr. Davidson takes the precaution to define in his opening chapter such general terms as education, the will, child nature, and natural faculties. In this remarkable chapter on "Nature and Education" he outlines a rational course of education, dividing the same into five distinct periods, as follows: 1st period, covering seven years, family and kindergarten; 2d period, three years of primary school; 3d period, four years of grammar school; 4th period, four years in high school, academy, or gymnasium; 5th period, four years at university with fixed curriculum. The following paragraph gives Dr. Davidson's estimate of what the first period of education should comprehend: "The first period will be devoted mainly to the development of the physical and moral faculties of the child and of its power of fixed attention. Its physical faculties will be fostered by much sleep, simple food suited to its years, and gentle activity taking the form of play; its moral faculties, by the direction of its affections upon worthy things and by habituation to right actions; and its power of attention by stories and actions that terminate in a way that cannot fail to interest. Nothing so much interests a child as a result obtained by a process, especially a process gone through by itself. The education of this period will be conducted almost entirely by reason of the parent or teacher, not by that of the child, whose chief virtues will now be reverence and obedience." On this point of the parent's reason serving the young child's development, Mr. Davidson makes the following clear statement, which substantiates Froebel's ideal of the teacher's or parent's function in child education: "It will, of course, be said, and justly, that the process of evoking the intellect and will of the child in such a way that they shall control his impressions and instincts, is a very slow, and, in many cases, a very difficult one; but it by no means follows that, until such time as the process is com-

plete his impressions and instincts are to be left to take care of themselves. It is just here that the intellect and will (see Mr. Davidson's definitions of these words) of parents come in as substitutes and fulfill their most important function; for indeed, there is no time at which the influence of parents is so effectual and decisive as when it is enabling the child, whose intelligence and will are yet embryonic, to lay a worthy foundation for his future world, by *directing his attention to the things that are fair and good, and training his intellect to note the relations of these things.* And this is just what the kindergarten, when properly conducted, undertakes to do."

"Little Nature Studies for Little People," prepared from the essays of John Burroughs, by Mary E. Burt, and published by Ginn & Co., are very suggestive and would be very helpful to the judicious and careful teacher. The arrangement and illustrations are very good. But a free rather than a literal use would be an improvement. Some expressions would be better modified, and some suggestions better omitted entirely. The beautiful harmony of nature is to be emphasized, rather than the warring elements, and such a suggestion as "hot battles among the roots of trees" for their sustenance is an unhappy picture for little people. The book is arranged in careful progression of idea and form, and as a whole will be a most valuable assistant to the wise teacher or mother, in leading the child to the familiarity of written and printed expression of ideas in simple and natural forms along a path of certain interest.

Popular Astronomy is a very valuable journal for parents and teachers. As the name indicates, much of the matter it contains can be understood by the unprofessional and unscientific reader. During the past year it has published each month a map of the constellations, from Poole Bros.' *Plainsphere*, which furnishes the best means for finding and locating the constellations, the interest in which is increasing each year. *Popular Astronomy* is finely illustrated with plates, maps, and charts, and there are planet notes and tables for each month in advance, making it especially helpful for young students and amateurs. High school teachers of astronomy will find *Popular Astronomy* a valuable assistant at every step in their teaching. Edited by William W. Payne and Charlotte R. Willard, of Goodsell Observatory, Carleton College, Northfield, Minnesota. Price, \$2.50 a year.

"The Century Book for Young Americans" is an invaluable addition to the library of any young person, American or otherwise. A civil government treatise in the guise of a story is a most charming method of study. The book was written at the suggestion of the Society of the Sons of the American Revolution, for a book that would present the institutions of our government and the principles contended for in the American revolution in a sufficiently interesting form to make the study attractive to the children. And Mr. Elbridge S. Brooks has succeeded wonderfully in his undertaking. The book is not only exceedingly interesting and instructive but contains a large collection of fine portraits and views illustrative of American history, making it a valuable book of reference.

THE inductive method of instruction applied to history is somewhat novel. And inductive object teaching applied to the United States government still more so. But the thorough enjoyment derived from such study by "Uncle Tom's Tourists" is reflected upon all who gather information by reading their experience in this book published by the Century Co., of New York.

THE following is a preliminary program of the Eighth Literary School, season of 1895, to be given in Chicago in the lecture hall of the Chicago Kindergarten College, 10 Van Buren Street, during Easter week, beginning Monday evening, April 15, and ending Saturday morning, April 20. The morning lectures will begin at half-past ten o'clock; the evening lectures at eight o'clock. Each lecture will be followed by discussions, in which all present are invited to participate. The school will be conducted by Mr. Denton J. Snider. The following lecturers have been invited: Mr. Hamilton W. Mabie, Dr. H. W. Thomas, Dr. Richard G. Moulton, Dr. N. D. Hillis, Mrs. Caroline K. Sherman, Miss Elizabeth Harrison, and Professor Frederick Starr. Tickets for full course of ten lectures, \$5; single admission, 75c.; to clubs of ten or more, course tickets \$4 each.

EUGENE FIELD's "Love Songs of Childhood," published by Scribners, is a collection of his verse with which the public is largely familiar from the clipped and quoted newspaper and magazine scraps. Eugene Field is one of the rare geniuses with whom verse is an entirely spontaneous expression, and who gives his talent to the children. It is the spontaneity of expression and prodigality of jingle that appeals to childhood. This collection is largely made up of these rhymes embodying child language and thought, but a few are among them which, if the book is intended for children, have no place there.

"A Treasury of Stories, Jingles, and Rhymes," issued by the Frederick A. Stokes Co., of New York, is a charming volume of child verse and child picture. The book is profusely illustrated with Maud Humphrey's beautiful child pictures. Each little face is an individual and they vie with each other in sweetness, purity, and grace. The stories and verse by Edith M. Thomas, Helen Grey Cone, Elizabeth S. Tucker, and Mrs. Mary Rice Miller are many of them no less sweet and dainty than the illustrations.

THE CHICAGO KINDERGARTEN COLLEGE cordially invites you and your friends to attend a lecture on "*Folk Lore and Ballads*," to be given by Mr. Denton J. Snider at the College Hall, 10 Van Buren Street, Saturday afternoon, March 9, at half-past two o'clock.

"Roderick Hume," by C. W. Bardeen, as a novel is scarcely warranted a place of prominence, but as a realistic expression of the phases of a teacher's life forms an extremely interesting and profitable study.

"Treasury" rightly characterizes the book and its treasures golden.

PUBLISHERS' NOTES.

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All manuscript intended for publication in the KINDERGARTEN MAGAZINE should reach the editor's desk before the sixth of the previous month. Manuscript for the *Child-Garden* should be sent in no later than the first of the previous month.

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Our readers are invited to forward manuscripts of stories, songs, or articles on any phase of the kindergarten work. The same will be carefully considered. The author's name and address should be plainly written on each manuscript, and stamp inclosed for the return of same if unavailable.

Primary teachers, send five two-cent stamps for a copy of the KINDERGARTEN MAGAZINE, containing the article on “The First School Year,” by a practical, experienced primary teacher.

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GLOBE OF THE EARTH IN RELIEF.

KINDERGARTEN MAGAZINE

Vol. VII.—APRIL, 1895.—No. 8.

KNIGHTHOOD A SYMBOL OF MORAL POWER.

(An interpretation of Froebel's "Song of the Five Knights" from an educational standpoint.)

SUSAN E. BLOW.

Achilles. What are you reading?

Ulysses. A strange fellow here

Writes me, that man, how dearly ever parted
How much in having, or without, or in
Cannot make boast to have that which he hath,
Nor feels not what he owes but by reflection;
As when his virtues shining upon others
Heat them and they retort that heat again
To the first giver.

Achilles. This is not strange, Ulysses;

The beauty that is borne here in the face
The bearer knows not, but commends itself
To others' eyes; nor doth the eye itself
(That most pure spirit of sense) behold itself
Not going from itself; but eye to eye opposed
Salutes each other with each other's form.
For speculation turns not to itself
Till it hath traveled and is married there
Where it may see itself; this is not strange at all.

No graver problem has ever confronted man than the problem of the good he must do as related to the freedom with which it must be done. Nonconformity to the ideal pattern of humanity is predestined failure and ruin; yet external compulsion cannot form, nor mere unconscious habit fix the will, and too often enforced obedience recoil-ing produces boundless caprice.

Theories of moral training alternate between the equally pernicious extremes of coercion and feeble indulgence because thought oscillates between the perceived necessity of doing right and the instinctive sense that virtue implies voluntary choice, and that power to choose aright can only be developed by long exercise in right choosing. It seems at

times that by a slow inversion the outward may become an inward "must," and the imperative of external command melt imperceptibly into the imperative of conscience. Influenced by this latent and undefined assumption we make much of formal obedience, and expect that by some subtle process of moral alchemy mechanical habit may be transmuted into spontaneous energy. In the recoil from this view arises the conviction that external drill and discipline tend not to fashion the will, but either to break or stiffen it, and a burning feeling of the sanctity of the individual soul makes us reject all compulsion as cramps, fetters, and chains.

The solution of the contradiction might be found in a method which should succeed in influencing choice "by awakening in the mind a developing series of ideals. Representing to ourselves what we ought to be is the preliminary of being what we ought. We form character by progressively canceling natural defect, and we are incited to the effort that overcomes by the vision of the good to be attained. External command influences us only in so far as it finds its presupposition within us."

No educator has more clearly and practically understood this truth than Froebel. His great merit is that he insinuates truth into the mind without arousing antagonism to it. The subtlety of his method is shown in the fact that he leads the child to represent to himself the ideal which should sway his acts, but in the beginning does not insist upon the compulsion of the ideal. His principle is that its beauty must be felt before its constraint; it must allure before it commands or threatens. Therefore it must be represented in its poetic totality before it is differentiated into its prose particulars, and the child through an inward vision must become a law unto himself before law is revealed as binding upon him.

The power of the nursery songs lies in the indirectness of their form. Thus representing in the Flower Basket the ideal response to mother love, the child begins to define to himself the duty that he owes his mother, yet he does not oppose himself to it as he might if the obligation to do something for her were laid upon him as an immediate and practical imperative. So as he intertwines his chubby fingers to show other children praying to God, the spirit of prayer is born in him and a presentiment of privilege precedes the sense of obligation.

The revelation of the ideal is progressive and the occasion of each new phase of its development is found in some

manifestation of the child. The songs are like "summer's ripening breath," by means of which the bud of love becomes a beauteous flower. Thus it is when the baby begins to notice movement that Froebel offers to him the games of the Weathercock, and the Clock and the Fishes; in his attraction for *living* things are rooted the songs of the Chickens and Pigeons; the Bird's Nest defines his dawning sense of mother love; the Grass Mowing, Baker and Carpenter, deepen his aroused consciousness of social dependence, and the Little Gardener accentuates the feeling that as he is helped, so he should be helpful.

Turning from the form of presentation to the ideal presented, we see that the double motive of all the songs thus far considered has been to foster activity by deepening sympathy, and to elevate sympathy into intellectual and moral participation by the recoil of self-defining activity. Their total result has been to waken in the child's mind the *conscious* sense of his organic relationships.

The significance of this result becomes clear as we realize that all education is grounded in man's existence in the species. Culture is the process through which the individual reproduces within himself the experience of the race. Its goal is the complete realization of the species in the individual and its essential condition such an attitude of man as shall open his mind to the stream of influence which flows toward him from mankind. This insight enables us to define goodness as perfect self-activity realized in the perfect communion of each man with all men. Communion must be perfect in order that experience may be shared; activity must be complete in order that it may be reproduced. Hence moral training must aim to stimulate activity and to foster communion in its rudimentary form of sympathy, and must recognize in sloth and selfish exclusion the fruitful seeds of every vice. Still deeper consideration reveals sloth as the paralysis resulting from self-exclusion, and activity as the living witness of communicated life, and thus reduces the infinitude of good and evil particulars to a unity of cause.

When through the range of experience, typically illustrated in the songs, the child comes at last to a *conscious* sense of his individuality and of the tie which binds him to others, he enters upon a higher degree of life. His attainment of this new plane of consciousness is marked by a demand for recognition. He will learn who and what he is by seeing how he appears to others. In unformulated ac-

cord with the profound insight of the poet there stirs within him the sense that "he cannot make boast to have that which he hath, nor feels not what he owes save by reflection." Praise and blame become significant. His actions reflected to him in the mirror of opinion are distinguished as good and evil. What others value in him he begins to value in himself, and the standard by which he is measured becomes the ideal standard which he sets up in his own soul.

Froebel describes this higher phase of consciousness in the motto and commentary to the "Song of the Knights": "The child has entered upon a new degree of life. He begins to hearken to the true call of life. With a presentiment of his corporate existence he waits for the judgment which others may pass upon him. The sense of distinction has come; he consciously separates himself from others; hence he measures, compares, and balances."

This higher degree of participation in the life of humanity calls for a fresh presentation of the ideal in which for the first time shall be emphasized its practical compulsion.

Faithful to the method of poetic representation, Froebel symbolizes the recognition of society in a visit paid by the knights to a good child. Hearing the sound of their approach, the mother looks from her window and sees them entering the yard. Then ensues the following conversation:

"What would ye, now, fair knights, with me?"
"We wish thy precious child to see.
They say he is like the dove so good
And like the lamb of merry mood.
Then wilt thou kindly let us meet him
That tenderly our hearts may greet him."
"Now the precious child behold;
Well he merits love untold."
"Child, we give thee greetings rare,
This will sweeten mother's care.
Worth much love the good child is
Peace and joy are ever his.
Now to our homes we'll ride along
And of the good child sing a song."

We all know the fascination of children for soldiers, especially mounted soldiers. The secret of the charm Froebel finds in the fact that they seem to express freedom and power. The hero is he who has conquered self and thus achieved control of others. A presentiment of the heroic stirs in the child's heart as he sees the soldier sitting so bravely upon his caparisoned steed and guiding him where he will. His feeling is akin to the rapture with which later

we read in Scott's wonderful romance of the prowess of his lion-hearted Richard, and to the burning sympathy with which we follow Achilles to his tent and hurl our childish anathemas against the unrecognizing Agamemnon.

To the young heart, therefore, recognition from the knights means the highest recognition. Quickly rises the question, What kind of child must he be whom the knights love and greet? for I, too, would be such a child. Three times in the song the question is answered. The knights have heard that the child is *good* like the dove; the *good* child they themselves declare merits love, and as they ride away it is about a *good* child that they promise to sing in their own homes. "Then," reasons the eager listener, "I must be *good* if I want the knights to care for me. But what is goodness?"

It is to be observed that while the occasion of each one of the nursery songs is given by some manifestation of the child, the song in its development advances far beyond the feeling in answer to which it arises. Thus the Weathercock rises from notice of movement to presentiment of cause; the All Gone moves from a dim sense of contrasting moments to a hint of the continuity of time, and this "Song of the Knights" makes the significant transition from an undefined desire for recognition to the thought that only goodness merits recognition.

True, the child does not yet know what goodness is. Still, to formulate a question is to prophesy its answer. "Mother," asks the child, "do you know the song the knights sang about the good child? Will you sing it to me?" For the definition of goodness now to be given Froebel has been preparing through all preceding songs. It will find, therefore, an echo in the child's experiences and set in the light of consciousness the ideal already elaborated by the unconscious mind. As the unborn babe is one with the mother, so the unconscious ideal is one with the unconscious mind. This song delivers the babe into the world. It is the true birth of the ideal which the child now confronts as something which is not himself, but to which he must conform himself.

The song begins:

On the mother's lap at rest
Like the rose in mossy nest
We have found a child so good.

"Ah!" thinks the eager listener, "the *good* child loves to stay with his mother; he is like the birds whom the mother

covers with her wings and who call to her, 'Mother dear, peep, peep!' " The song goes on:

Through the bright and happy day
The child is active in work and play.
He builds, he molds, he rolls his ball,
Quickly he picks up what may fall;
He loves to run and dance and sing,

or, interprets the child, he is like the busy pendulum, the darting fish, the flying bird,—like *me*, perhaps, when I make sand houses, build pretty things with my blocks, or make ready my cake for the oven. Now I know two things about a good child; he loves his mother and he keeps busy.

But, as has been long since hinted in the Flower Basket, love seeks expression. The feeling that finds no utterance dies. So the good child is constantly bringing his prettiest flower or brightest pebble to his mother, and calling out:

"Take this, dear mother, it is for you."

And not only does he give to his mother, but like the cooing pigeons on their return from the fields, he longs to share with her all his experiences and find in her living word the solution of his riddles. He goes away from her only that he may draw nearer to her, and

With many a run and spring
He seeks the distant near to bring.

Finally, trusting in his mother's care and in the care of One of whom his mother sings, he falls asleep.

Very tired his little feet,
But now he lies in slumber sweet;
The little eyes close wearily,
The mother sings on cheerily.

"Mother, mother!" calls out the eager listener, "I know the song she sings; it must be about the little brothers and sisters."

In defining goodness as activity and love, the song teaches the mother what actions she shall praise or blame in her child. We hear much of the danger of praising children and of the unworthiness of all conduct grounded in the love of approbation. We are told that the child should do right because it is right, and that we only foster vanity by giving praise. This view confounds false with true praise and ignores the fact that it is through the approval and condemnation of others that the child learns to distinguish between right and wrong. Obviously if the moral experience of the race is to be made valid for the individual

its standards must become lies. In censure and approval he feels the recoil of his moral environment upon his act precisely as in pain he learns that he has violated physical law and in health receives the reward of obedience. He must be tested successively by the standards of the family, the community, the state, and the church, and it is in using them to measure himself that he becomes aware of his own defect. However imperfect these standards may be, they are always immeasurably above individual caprice though they themselves are lifted and purified by the influence of the saint or seer who first learning from them has passed beyond them.

False praise may be distinguished from true in that it recognizes appearance as opposed to reality, approves acts rather than motives, and confounds promise with performance. It is harmful, not because it encourages the love of approbation, but because it sets up a false standard of value. To praise a child for his rosy cheeks, bright eyes, or curling hair is to teach him to value beauty above goodness, outward charm above inward grace, the physical seduction which is his by gift of nature rather than the mental and moral attractiveness which is at once the fruit of struggle and the gift of grace. To approve an act whose semblance is pleasant while its motive is selfish is to develop hypocrisy. To give any commendation which shall create in the child a feeling that he already is what he may become is to induce a state of self-satisfaction which paralyzes energy and perverts the promise of nature into a prophesy of things not to be. But to recognize effort, no matter how feeble, and affection, no matter how poorly expressed, is to aid the child to define the ideal and to struggle toward it.

(To be continued.)

THE EARTH IN RELIEF—THE NEW GEOGRAPHY.

THOMAS JONES.

THE study of the surface of the earth is instructive and ennobling. It has always engaged the attention of the most profound minds. The desire, amounting to a passion, to search out the unknown has in all ages impelled men to make voyages to distant lands. Explorers have traversed land and water at the peril of health and of life, in the pursuit of information relating to the earth's surface. It is to them that we are indebted for what knowledge we have of the position, shape, and dimensions of continents and islands, the height and trend of mountain chains, the extent of plains, the length and volume of rivers, and the depth of seas.

The question arises, How can this information, obtained at so great a cost, be imparted to pupils in such a manner as to give them a proper comprehension of form, height, and depth?

The knowledge of form is obtained by viewing it, that of exact height by measurement. To arrive at an approximation of height, it is necessary to have some object whose elevation is known, so that the height of surrounding objects can be estimated by comparison. Therefore it follows, that if pupils are to obtain a knowledge of the physical features of the earth, they must have representations of them in relief and to a scale, so that it may be possible to see and compare the elevations of the land surface (vertical configuration) and horizontal contour. It is only by the use of such aids, those that "appeal to the mind through the eye," that the study of the earth's surface can be properly pursued.

None realize this more than the progressive teacher, who, from the lack of proper helps, resorts to all sorts of makeshifts, such as inkstands, rulers, apples, oranges, sand, and clay, if haply by their use some illustration may be given to the pupil of the subject in hand. From the printed map is learned, with other things, the names of continents, islands, mountain chains, water bodies, and political divisions, but it has no value beyond this. It can give no idea of difference

of elevation, and can only represent to a certain degree horizontal outline.

The so-called physical maps vaguely hint at the elevations of the land surface by means of color, but they are only the flat maps after all, and the common, smooth globe is as valueless as the printed map, so far as representing the earth's reliefs is concerned.

Guyot, in one of his lectures on physical geography, before an audience of adults, says, "that the great difficulty in the further prosecution of our study is, that on the map the eye cannot distinguish vertical configuration and therefore we must resort to the use of profiles." He explains the necessity for exaggeration of height, and shows that if the elevations were in exact proportion to horizontal measurement they would not be distinguishable. Now if this great geographer labored under a disadvantage in his endeavors to give to those of mature minds a conception of the earth's features, how much greater disadvantage must the teacher of youth labor under if he has no aids, even such as Guyot had, which were crude compared with what may now be obtained. Without proper aids the study of the earth's surface to many is dry and uninteresting, but with them it is attractive and instructive; therefore proper helps should be given to pupils, especially to those of tender years. Unfortunately for the latter, they are supposed to derive great benefit from apples and oranges as means of illustration. And maps such as Guyot warned his audience to discard as "flat, unmeaning charts," are for the pupil supposed to be good enough, whereas no map is too good, however excellent it may be, for, as it is impossible to delineate on a plane any considerable portion of the earth's surface without distortion, all maps are inaccurate in a greater or less degree.

I have before me an introductory geography open at the map of North America. Lesson eighteen reads: "We will next learn about its surface, how much of it is level and how much mountainous. . . . Look on the map at the dark, irregular figures that are meant to represent mountains. See how mountainous some parts of this continent are, and how the mountains stand in long chains or ranges extending always northward and southward. . . . Near the coast, in the eastern part, is what is called the Appalachian system. These mountains are not very high. The Rocky mountains are very high, some of their peaks reach the height of from 14,000 to 15,000 feet."

While the pupil has learned to recite a description of North America, difference in height means nothing to him beyond difference in figures. There is nothing to show that the Appalachians are not as high as the Rockies, and it is quite complimentary to the young pupil to give him credit for the ability to see what is not visible and cannot be represented.

The knowledge of the elevations and depressions of the land surface is as essential as that of coast lines, and cannot be obtained from the printed map. It follows, therefore, that this information must be given by a proper aid. Such is "The Model of the Earth."

It shows in relief the solid earth as it would appear if all its waters were removed, thus revealing the beds of the oceans, also the shape of continents and islands below, as well as at the sea surface. It shows, in relief, the various elevations of the continents—their mountain chains, plateaus, and river basins. As all parts are made to a scale comparisons can be made of the differing heights of mountains, and the depressions of the ocean floor.

By the aid of "The Model" pupils will obtain proper conceptions of the earth's form and reliefs, and will comprehend that the earth's crust is continuous, that the continents and islands are a portion of the crust elevated above the general level, and that the parts not so elevated are the beds on which rest the bodies of the oceans.

The view of the surface of the earth given on the printed map leads to the supposition that the shape and size of continents and islands are exactly defined by their line of contact with the water surface; but what we see on the map is only those portions of these bodies which are exposed to the atmosphere.

By the aid of "The Model" it will be seen that the continents and islands extend under water, and slope with a more or less abrupt descent to the ocean bed, and their shape, while roughly conforming to the shore line, yet at places varies considerably from it.

"The Model" will enable the pupil to comprehend that many of the islands "are the tops of mountains whose sides reach down to the bottom of the sea"; also that there are great groups of islands as mountain chains connected under water. Further, that in the ocean bed there are submarine plateaus, hundreds of miles in extent, over which the water is quite shallow, as, for instance, those of which the Fiji islands and New Zealand are the exposed parts. By the

aid of "The Model" the pupil will see that Australia is connected with Asia by a submarine plateau, over which the water does not exceed six hundred feet in depth, while on either side the depth is from 12,000 to 18,000 feet, and the parts of this plateau which appear above water are the islands of Sumatra, Java, Borneo, Celebes, and others of less note. Also, that there are in the ocean bed places which are almost as much below the level of the sea as the highest mountains are above it.

East of the Kurile islands—the chain between Kamtchatka and Japan—there is a great depression, trough shaped, averaging 24,000 feet in depth, and at one place it is 27,900 feet deep—the deepest sounding yet made—and this nearly corresponds with the height of Mt. Everest, 29,002 feet.

By "The Model" it can be seen that the bed of the Sea of Okhotsk is 27,300 feet above the bottom of the great trough, and that of the Yellow sea is 17,400 feet above that of the Japan sea.

By "The Model" it can be seen how nature has placed barriers at different places in the bottom of the sea to prevent the passage of water of different temperatures, as, for instance, at the Straits of Gibraltar, where the sea bottom rises to within 1,300 feet of the surface, while on either side it is 12,000 and 15,000 feet in depth. In the economy of nature the warmth of the Mediterranean waters must be maintained and this barrier prevents the ingress of polar water. Also is seen that the Peninsula of Denmark acts as a barrier between the warm salt waters of the North sea and the cold, half-fresh waters of the Baltic; and the banks of Newfoundland deflect the volume of Arctic water and its masses of ice, which otherwise would sweep along our own Atlantic coast.

By the aid of "The Model" pupils can see that the Arctic basin is the terminus of the Atlantic ocean, and while the bed is very deep east of Greenland—15,900 feet—it shallows rapidly toward Behring straits, where it is but 162 feet in depth, and that this shallowness extends far into Behring sea, thus showing how nature has placed a barrier between the terminal waters of the Atlantic and those of the Pacific.

With these few illustrations of what the pupil can learn of the peculiarities of the ocean bed by being able to see them on "The Model of the Earth," we turn to the land surface where he can see the high and low lands, and compare

the height of mountain chains and their positions. In the two Americas he will see that the main chains of each continent are so situated that the long slope is toward the east and the short is toward the west, while in Asia-Europe the long slope is to the north and the short is to the south; also that the mountain chains of eastern Asia are low, but increase in height as the continent broadens from north to south, until at its greatest breadth is the highest elevation of the land surface—the Himalayas. It will also be seen that as Asia decreases in breadth toward the west the mountains decrease in height.

By "The Model" will be seen how the Himalayas are a shield to tropical India from polar winds, also how the heat and aridity of Arabia—which is so essential—is preserved by the height and position of the mountains of Persia and Armenia, and how the height of the Andes and their location makes possible the mighty Amazon. In fact, by the aid of "The Model" the pupil can see that the disposition of the mountain chains in the eastern and western hemispheres is such that the river drainage of over 19,000,000 square miles is directed into the Atlantic, and but 8,600,000 into the Pacific. All this and much more can the pupil comprehend, but only by the use of "The Model."

But, say some, should "The Model" be placed before beginners?

Before answering, reference is again made to the introductory geography, lesson first, second paragraph, which reads: "The surface of the earth is its outside, and the earth itself is the great ball or globe on the surface of which we live." This is preceded by the picture of a ball. Which is easier understood, the picture of the ball or a real miniature earth?

Then comes lesson second, in which the apple and orange with a pin appear, and elaborate instructions about the use of the index finger. Can these things make it more plain to the pupil that the earth is round than can be done by the use of a globe?

Lesson fifth. Two illustrations—two half balls, said to show both halves of the globe or the hemispheres. And very remarkable half spheres they are, for they show North and South America in full view on one, and Europe, Asia, Africa, Australia and all way stations on the other.

As all parts of the convex surface of a hemisphere cannot be seen in proper proportion at one view, these illustrations are certainly misleading.

In lesson seventeenth—continents and oceans—the pupil is treated to two maps, one of each hemisphere, and they have all of the wonderful capabilities of the half balls just mentioned, and from them the pupil is to learn about land and water and their proportions.

The maps being printed in regulation colors, the beginner is to learn to distinguish the continents and islands from the oceans by difference in color. He is to learn that in the western hemisphere the yellow patch is North America, that the blue color on either side is water, that a different colored spot on the yellow patch is a lake, and then that a colored spot on the blue is an island, etc. He is also to learn that while the two discs called hemispheres have each a north and south pole, thus making four, that there are but two on the real thing. However, each disc having its own north pole enables them to be independent, so that to all appearances what is northeast on one is northwest on the other.

Further, the attempt is made to give the pupil a conception of the relative position of the continents, and the shape of oceans, by these discs. They are on opposite pages. So the pupil must make allowance for the four poles, the seeming contradictions as to the points of the compass, and the inch of paper margin which separates them.

It is as impossible for the pupil to learn the shape of the Atlantic ocean, or the relative position of its opposite shore from maps of the hemispheres, as it is to learn from them the difference of elevations.

From the mouth of the La Plata river, in South America, to the Cape of Good Hope is 3,600 miles; from Cape St. Roque, South America, to Sierra Leone, Africa, 1,700 miles; from Florida to Morocco, 3,600; from Newfoundland to Ireland, 2,100 miles, and from Greenland to Norway, 900 miles.

From this table of distances it is seen that the opposite shores of the Atlantic alternately approach and recede from each other, and that the shores of Greenland and Norway approach more closely than any; yet on the two discs they are to all appearances thousands of miles apart. But the discs are not to blame, for they mutely proclaim their inability to do any better. Is it any wonder the beginner becomes slightly confused in his ideas as to the forms and positions of continents, and the extent and shape of oceans after a "tussle" with the so-called aids furnished him?

Therefore the pupil should have before him at the commencement of his study "The Model of the Earth." It is

as necessary to him as to the advanced pupil or the scientific man. With a competent teacher he will, in a comparatively short time, have a knowledge of the earth's surface such as the advanced student never can have without it. He will, at the beginning, get true conceptions of the earth's form and physical features, for he can see that the earth is a sphere, not two hemispheres, and can see the true forms and positions of continents and how they give shape to the water, and not that the water gives shape to the continents. He can see that the earth's crust is continuous, and that oceans have beds and that the continents have a shape under water differing from the coast line. He can see the mountain chains, plateaus, valleys, and plains.

Having seen in relief the earth's surface, and comprehended in a general way its entirety, he is able to understand that "the earth is the ball or globe on the surface of which we live." "That large bodies of land are called continents, and smaller bodies of land entirely surrounded by water are islands." But when he comes to number the continents he will find only five instead of six as his geography tells him. He can see that "a mountain is land that rises to a great height." That "a coast is the edge of the land where it borders on the water." That "an isthmus is a neck of land connecting two larger bodies of land," etc.

As the pupil advances in his study "The Model" will increase in helpfulness, and he will be enabled more and more to comprehend the results of form and position, and to understand the influences of continents on each other, their mutual relations and dependence, and how they modify the movement of oceanic waters. He will also be able to understand how the mountains are obstructions to the course of the winds, directing them now this way and then that. As he can see the mountain heights on "The Model" he can compare them, and thus better comprehend how ascent from the surface of the earth produces the same change in climate as an approach to the poles, and that below sea level the rule is reversed; for every foot of descent lessens temperature, until at the greatest depth we find Arctic cold even in low latitudes.

When he is studying geology he will be able to see a representation of the results of upheaval and erosion. When he is studying history, "The Model" will enable him to see how the great plains of Asia in Europe, situated mostly in one zone, facilitated the emigrations of the early tribes, and that while these changed location they did not

change climate; they could travel on the same parallel, taking their flocks and herds with them. He will also understand how the Chinese and Hindoos became peculiar peoples, sufficient unto themselves, for he can see those obstacles—the gigantic Himalayas and their connecting chains—so placed by nature as to prevent intercourse between eastern and southern Asia, and the progressive western nations.

THE CHILD AND THE APPLE.

ELAINE GOODALE EASTMAN.

(From the German.)

An apple cradled on the bough;
A wishful little maid below.
“Oh, bird,” she said, “I want it so!
Do wake the apple, please, for me.”
Then the bird sang deliciously;
But did the apple waken? No;
It only nodded to and fro.

Half crying, begged the little maid,
“Oh, sun, come close and listen,—so!
Now wake for me this sleepy-head.”
The sun shone warm, the sun shone low;
Till all that apple’s cheek was red;
And still its drowsy little head
Was nodding gently to and fro.

At last the wind came bustling by.
“Oh, wind, you’ll wake it up, I know!
Purse up your lips, dear wind, and blow.”
The wind he whistled merrily;
The apple started from its long, long nap,
And dropped into the maiden’s outspread lap.

DECORATION IN THE SCHOOLROOM.—REPORT OF THE BOSTON COMMITTEE.

FROM November 10 to 24, 1894, there was held in Boston an exhibition unique and of peculiar interest to all who are directing their thought toward Art education. The purpose of the exhibition was to put before the public in a concrete way, some of the works of art with which it should be familiar, and which it is desirable to place in our schools to promote the æsthetic development of our children.

The exhibition was the result of the work of a joint committee who had given much time and thought to its preparation. To call definite attention to their work the committee decided to open the exhibit with a public meeting. They received hearty indorsement and coöperation from many of the prominent citizens of Boston, and at this meeting Mr. Martin Brimmer presided.

The report of the joint committee, which is given below, was read by Mrs. H. W. Chapin; Mr. Edwin D. Mead, and Professor Edward S. Morse delivered addresses on the importance of art in the schools.

The members of this committee represented three well-known associations in Boston, and were as follows: The Boston Art Students' Association—Mrs. W. L. Parker, treasurer; Mr. Ross Turner, Mr. C. Howard Walker. The N. E. Conference of Educational Workers—Miss Kate McCrea Foster, secretary; Mr. Henry T. Bailey, Mrs. L. F. Maynard. The Public School Art League—Mrs. H. W. Chapin, chairman; Mr. John L. Faxon, Miss Harriet Thayer Durgin. The officers of the joint committee are indicated in the above list.

REPORT OF THE COMMITTEE.

It was in the early part of 1894 that a proposition was made in the Drawing Committee of the Conference of Educational Workers that there should be an effort to prepare a list of works of art that would help teachers, and others interested in art in the schools, in the selection of suitable art objects for the schoolroom. A committee was appointed to prepare such a list. Some diligent work was done and reported to the Drawing committee, at the same time another proposition was made to the effect that the usefulness of the

list would be greatly augmented if an exhibition of the subjects that it named could be given. The committee was reappointed to see what could be done to develop this idea, and there were several earnest meetings during the months of April and May.

It soon became evident to those who were at work upon this, that the task they had undertaken was a very large one, and one demanding consideration from many points of view and requiring a knowledge of the children in the schools, and of the curriculum of the schools, as well as of the history of art. And still more, that it required trained taste and judgment in the selection of pictures and casts that would meet the existing conditions. Feeling that to do justice to the subject it was desirable to have the thought and coöperation of others who had given attention to the question, and, furthermore, desiring to be able to present to the public an exhibit that should have the indorsement of those who are recognized in art work, it came about that the committee sought and obtained the coöperation of two associations that have interested themselves in art education, one of which has been formed solely for the purpose of promoting art in the schools. The Boston Art Students' Association and the Public School Art League responded cordially to the proposal to form a joint committee with the Educational Workers, each association to send three representatives, and the work to be such as to receive the approval of each association through its representatives.

The joint committee began its work in June, and for several months meetings were held at which the work, as far as it had gone, was discussed, and the many problems that had presented themselves were considered. Each association, through its committee, offered a list of art subjects that it would suggest for the schools, and then the work of collating the lists began, the desire being to select such as all three committees could agree upon, for it was soon found that such a list would, although not exhaustive, include, perhaps one hundred subjects that could be safely recommended to the school boards and teachers. The summer vacation, of course, interrupted the meetings of the joint committee, but they were resumed with interest in October, and since that time the members have met often and have worked diligently to bring about the result which is to be seen in Allston Hall today.

It has been a very encouraging feature of the work from the beginning that all who have been approached upon the

subject have shown great interest in it, and the art dealers throughout the city have been very prompt in responding to appeals for aid, and have loaned all of the works that it has been possible for us to procure. Many of these dealers had already turned their attention in this direction, anxious to meet the increasing demand for art in the schools, and were able to give many helpful suggestions in the matter.

The joint committee did not confine its work to executive matters, but gave much time and attention to the discussion of the motive and purpose of the work, and to the many questions that presented themselves in connection with it. A reference to some of these questions may prove suggestive and helpful.

Probably to each person who looks at the collection in the next room the question will come, Why is such or such a picture omitted, or why this introduced and another overlooked? We all of us, perhaps, could add one or two art works that would be very valuable in the schoolroom, but anyone who has had experience in this work at all, will know that there are very many teachers and school pupils of all grades, from the primary teachers to superintendents and school committeemen, who are at a loss to select two or three or a dozen pictures because of the apparent wealth of subjects from which one may choose, if one goes into any large art store. And the call comes so frequently for help and suggestion as to what are the best to select, that we hope that it will prove very helpful to have about one hundred of the best selections named.

We feel that we can say with assurance, "Select any that are shown here, and you will have some good things in your schoolroom."

It will be observed at once that some of the pictures are far more suitable for the higher grades of the grammar school than they are for the primary grades, not because they are more beautiful, but because while making an aesthetic appeal, they make also an intellectual appeal, which the little children are not quite prepared to meet. It is upon this ground alone that the work should be graded, for the little ones are quite as capable of appreciating beauty as the older ones are; in fact, they may be said to be more so, since their sensibilities have had less time to become blunted. But there are some works of art which adults have grown to love owing to a knowledge of their history, and to the wealth of associations that clusters about them, rather than to their own inherent beauty.

The joy that the little children take in a beautiful picture, in a beautiful vase or some exquisite color, calls for the warmest response on our part. It is to this innate love of the beautiful that we can safely trust ourselves in offering to children the best in art, and lest we should blunt this wonderful sensibility of theirs we must take care to offer nothing less than the best. They are, many times, keen, though unknowing, critics, and the more sordid and mean and unwholesome their surroundings, the more eagerly will they turn to the light of beauty that is offered to them.

It is hard to think that this wonderful sensitiveness is so soon dulled by coarse contact, but I think it is oftener starved for want of material upon which to feed. Let us do what we can to remedy this evil, at least.

The teachers throughout the grades, especially the primary grades, appeal earnestly for pictures that will come close to the children; pictures that represent scenes and objects with which the child is already familiar to some extent—as pictures of pet animals and pictures telling pathetic little stories—and very often in seeking to meet the childish demand for such things art is overlooked, and pictures which are not in themselves beautiful are placed before the children with the aim of developing their æsthetic nature, while they really are doing no more for him in that direction than the ten-cent picture book with brilliant illustrations setting forth the story of Cinderella or Puss-in-Boots. It is not that these things should be underrated, for they all have a place in the scheme of child development; but when we are aiming directly for the development of his æsthetic powers we should seek for things far above these. Beauty, ideality, art, should be the characteristics for which we look. If at the same time we can embody things which are of deep interest to the little child, we shall certainly accomplish more than if we select another object of equal beauty that suggested nothing that had ever come within his ken.

I take it that in art teaching and æsthetic culture we must recognize the principles that underlie all good teaching, and strive to proceed from the known to the unknown, and in doing this keep our standard always before us and remember that it is nothing less than art. I think, too, that we shall not lessen our progress in art education if we try to carry into it the thought of the kindergarten and make appeal to the interests of the child. It has been with this thought in mind, and to meet this demand, that some of the

pictures have been selected, which, possibly, with the academician, will raise a question.

The teachers in the various grades of the schools are many of them eager for pictures that will aid them in their work in geography, history, and reading, and would be glad to have their walls covered with subjects that could be put to such uses in their class work. While we recognize the great value of pictures in teaching, it has seemed to this committee that it should not let this feature constitute a claim for a place in the exhibit for anything that does not reach a sufficiently high standard as a work of art. The earnest teacher will, of course, avail herself of all the material possible to aid her in teaching geography and history, and many pictures of great value in this way could be kept in folios in the classroom and used when wanted, while it would not be wise to hang such pictures upon the school-room walls where they would be always before the children and constantly affecting their ideals and their æsthetic culture. And so, although among the subjects exhibited there will be found many of which the wise teacher could make great use in her teaching, it will be recognized that they hold their place because of their æsthetic value, not because of their practical value to the teacher in other studies.

Another phase of the question which it has been necessary to recognize has been the tendency, with many, to confuse art with the history of art. With the historian and the *littérateur* in art, that side sometimes assumes vast importance, but we must bear in mind that it is the æsthetic culture of the child that we are seeking. Many buildings and pictures that are of interest to us because they show an interesting or subtle development in art are not sufficiently beautiful in themselves to be powerful agents in the development of an æsthetic nature. The critical faculty, the power to analyze, to compare and judge of the relative value of this or that work of art, is not what we are trying to develop in the little children in the schools. That may come later, but we want to surround them by such objects of beauty as shall fill them with appreciation, simply through absorption. A wise teacher may, perhaps, put her class into such relations to the pictures in her classroom as will make their intellects aid their appreciation of the beautiful things that they have before them, but it is not upon this that we wish to depend, but upon the works of art as works of art, as things of beauty. If children become used to seeing about them pictures or casts beautiful in composition, charming and subtle in line

and in tone contrasts, they will be less easily satisfied with poorer things, and without knowing why, perhaps, they will unconsciously make these things their standard by which they will test all others of the kind. This will certainly have a great influence upon the general tone of the child's life and go far toward raising his standards and ideals.

This brings out another point which is that it is not sufficient to show any picture of the Parthenon or Notre Dame, for instance, but that great care should be taken in the selection of the picture that it may, in itself, be pleasing in composition and good in its values; effective in its general lines. It is by no means enough to present any reproduction of a good thing; it must be a good reproduction which is presented, or otherwise, however valuable the original may be in itself, the picture of it will not have art value.

There is another point in placing pictures on the schoolroom walls, which is this: We place them there that the children may see them, that they may see them all the time, and in order to accomplish this purpose the pictures must be large enough to be readily seen. There are many very fine things that we would be glad to include in this exhibit if we could procure them in a size suitable for the schools. Some architectural subjects it is possible to obtain in almost any size desired through the means of solar printing, but please notice that I say some. Many art works are much libeled by solar reproduction, while, as a rule, paintings lose a great deal of their value through reproduction by this method. So that it will hardly do to say, as I have heard it expressed, that anything desired can be made large enough by means of solar printing. The same thing, of course, holds good of very large photographs, or in fact of any other reproduction. The pictures must be considered individually, and accepted on their individual merits; they must not be accepted nor rejected collectively.

These are some of the questions that have come before the joint committee as they have proceeded with the work, and it has been their earnest effort to meet them all thoughtfully, giving due recognition to the value of each point that has been made, and at the same time to so steer their course that they should never lose sight, for a moment, of their guiding star, art—art for the child. To this all other elements should, with them, be subordinate, though glad, when possible, through art, to inform the child, to help the teacher, and to satisfy the historian. How well they have succeeded with their work the exhibition will tell.

It is to be regretted that color cannot be a prominent feature of the exhibition. Beautiful color is such an important factor in æsthetic development that it should have a prominent place in every classroom. How to place it there is a problem. The few colored prints that can be found that are good in color as well as in subject are, almost without exception, too small to be of value. Stained glass, if good, is practically prohibitive in price, nor is it to be recommended for classrooms on account of the colored light resulting and the possible injury to the eyesight. It may be used to advantage in halls, and will oftentimes serve the excellent purpose of substituting a thing of beauty for a demoralizing vista of dirt and desolation. Colored fabrics may occasionally be used, but to preserve their beauty they must be kept from the dirt, and the way to do this is not always clear. Rare bits of brocades and cloths of exquisite color might, perhaps, be mounted and framed, as is done at Pratt Institute, but the place for these would seem to be in the school museum rather than in the classroom. A cabinet in each room would render it possible to introduce some color in this way, and would give a place also for some fine vases good in form and color. In Japanese ware specimens of this kind can be found that are quite inexpensive, but here as elsewhere taste and judgment must be exercised in their selection. It is nearly always possible to introduce some color into the classroom by means of plants and flowers, and for the present, perhaps, these can be recommended with most safety.

It must be reiterated before closing, that it is not felt that everything not shown here should be rigidly excluded, but certainly one hundred works of art which are undeniably good, and which have been chosen with due regard to all sides of the question, will be abundant material from which to make a selection for the present. If we could see a duplicate of this exhibit in every school we should feel that we had certainly accomplished a wonderful work; if any part of it can be represented in the schools a good beginning will have been made, and if there is money enough for but one good thing, spend it on the one good thing rather than upon many inferior objects.

One masterpiece placed before the children will not only raise their ideals, but will also serve as a standard for future contributions, and will do great missionary work in keeping out poor or doubtful pictures and casts.

And let me say a final word to emphasize this. Remem-

ber that these things are not simply a matter of taste, that is, of your taste or of mine. The peoples of all ages since art began have passed upon them. We must not ignore their verdict, but should accept it as better than our own as individuals. If we can have but two or three pictures in the school let them not be simply what we consider pretty, unless our choice accords with what the centuries have proclaimed as beautiful. Let us submit our taste and judgment in all humility to the judgment of time. Let us seek the recognized masterpieces of the world, and content ourselves with nothing less than what the world claims as grandest and truest and most beautiful.

THE BLUEBIRD.

GLEN HOLLEY.

God made him out of the earth,
But he
Soared aloft in his ecstasy
Of life and the joy of birth;
He flew and flew, till he flew so high,
He brushed the blue right off of the sky,
Then folded his wing,—
And you and I
Call him the bluebird, the herald of spring.

HEIMDALL.

In the elder Edda I read it,
That volume of wonder lore,
How Heimdall, a god of credit,
Was watchman at heaven's door.

The sight of his eye was keenest
Of all in Asgard's towers,
For he saw, when earth was greenest,
Pale autumn amid the flowers.

His ear was the best at hearing
Of all above or below;
When the springtime's step was nearing,
He heard the grasses grow.

He heard the talk of the fishes
Deep down in the silent sea,
And even the unbreathed wishes
Of chick in its shell heard he.

He heard the feathers growing,
And wool on the old sheep's back;
And even the light cloud snowing
Far off on the sunbeam's track.

He knew what birds were thinking,
That brood o'er the crowded nest,
Ere their fledgling's eyes are blinking,
And the song is warm in the breast.

And why were his senses keener
Than all in that magic clime,
Than Odin, and Thor, and Hænir,
And Baldur of Asenheim?

I think—it is only guessing—
Heimdall was loving as wise,
And Nature, who bent in blessing,
Anointed his ears and eyes.

And should we but love undoubting,
Perchance, ah! who can tell,
We might hear the corn-blade sprouting,
And the tiny leaf-bud swell.

Augusta Larned "In Woods and Fields."

THE FIRST SCHOOL YEAR.

KATHERINE BEEBE.

VIII.

Growth in School Life.—True education is a process. It should be a growth and a progression. There is a law of continuity in nature and humanity. Believing these things, we also believe that this law should be in operation in the schoolroom.

In considering the practical daily growth that ought now to be in progress in our first-grade rooms, we shall have to undertake a sort of retrospection and *résumé* of much that has already been said in this series of papers. We shall have to thoughtfully consider our ideals of growth, and then compare, each for himself, the growth that is in progress with the growth that should be, a harrowing process often to a conscientious teacher, but a necessary and a wholesome one.

Attending really good lectures and meetings, and reading really good educational books and magazines, fills the teacher's mind with conflicting emotions of discouragement, enthusiasm, despair, and incentive to effort. In the despairing and discouraged moments she sometimes dreads hearing or reading anything more on the subject, but she knows that as long as she lives and teaches she must work and struggle on toward the ideal, and so she heroically puts the despair and discouragement in the background of consciousness, and as resolutely as possible brings the enthusiasm and incentive to further effort to the time or place where she thinks help of any sort awaits her. So, dear fellow-teachers, come with me "once more into the breach," and let us once more look our ever-growing ideal in the face, and compare what we are doing with what we want to do, with the sole purpose of doing better work because of this looking and comparing.

Our children grow rapidly in body and mind between the ages of six and seven. Some of them are even now a little large for their desks and seats; they are all of them some inches taller than they were last September, and their front teeth are generally missing. Side by side with this physical development, a corresponding mental and moral growth has been going on, influenced by home surround-

ings, whatever they chance to be; by outdoor life, wholesome or unwholesome, in most cases by much street life of a more or less doubtful nature, by plays, companions, the presence or absence of books at home, and many other agencies. Of this the teacher knows something as it regards each individual child, and as her opportunity offers she is fostering, suppressing, guiding, or discouraging the manifestations which come within her range. She is well aware that no power is so great for good in her relation to the child as a true friendship existing between her and him—such a friendship as brings her his childish confidence, as gives her an insight into the real workings of his mind, as makes her familiar with his out-of-school life, as makes him want her good opinion.

She does a considerable amount of "friendly visiting" in the homes of her children, this ideal "little schoolma'am" of mine, even though in order to do so she has had to shorten her own calling list, and to reduce the number of her outside engagements. She has learned that her friends and acquaintances honor her reason for apparently neglecting them when she says to them, "I find I have but little time or strength for social life outside of my work if I do it as it should be done." Her consecration to the work the Lord has put into her hands is as real a one as if she were a missionary, a Sunday-school worker, or a member of a social settlement. She has learned that here as elsewhere "virtue is its own reward," for she finds in visiting parents and children, be they rich, poor, or of the middle class, a social life with a truth and genuineness to it which the other lacked. She gets much more pleasure out of an honest talk with Johnny's mother about the realities of life than she used to get from the ordinary social call, where the two holding converse together only gossip or skim over the surface of things, and who would often be sadly at a loss for conversational material did not the supply of weather and bad colds hold out so well. She cannot help but be pleased at the welcome she receives, and the delight which a call from "the teacher" brings to parents and children alike, and the understanding resulting from such friendly social intercourse is a practical daily help to her in her work. She has read thoughtfully the answer given long ago by the great Teacher to the question "And who is my neighbor?" and she believes that to these people with whom she is so directly thrown her first duty lies. She fills hands, head, and heart right here with all the missionary, philanthropic, so-

cial settlement, and society life she craves, and wonders why her fellow-teachers go so far afield to find these things.

She has done much since September to give her little folks the lessons in sociology that are to be life lessons. Endless opportunities have arisen and been seized for the teaching of a comprehension of right social relationships between pupils. Larger children have cared for and helped smaller ones, newcomers have been kindly noticed and made to feel at home, other rooms and classes have been invited in on special occasions and courteously entertained, pictures have been loaned and exchanged, and any treasures brought into number one have been shared with number two. There is less friction on the playground than there used to be, less crowding and pushing in the dressing rooms, and a more careful regard for personal appearance. The boys lift their caps when on the street they meet not only Miss Ideala, but other women and girls, and "Hello" has given place to "Good morning" or "Good afternoon." Her little citizens have long ago, for patriotic reasons, given up decorating walks and fences with chalk inscriptions, and are commissioned to instruct newcomers, in whose small persons September history is prone to repeat itself. Neighbors have nothing to complain of now as the children go to and from school, and a pleasant surprise is in store for them a little later on, for the school ground has been portioned out to classes and grades, each to be responsible for a certain bit of territory.

The janitor will mow and water as heretofore, but the children will see to it that the walks are swept, rubbish cleared and kept away, and weeds reduced to subjection. There are to be flower beds which the children will plant and care for, narrow border beds close to the building, and vines planted wherever they are wanted or needed. Good old-fashioned flowers will grow in these beds,—pansies, petunias, asters, nasturtiums, sunflowers, four-o'clocks, morning glories, and sweet peas. These will bloom until October, and during the two fall months the teachers' desks will be gay with flowers from this school garden. It is even possible, if enthusiasm runs high and the Lord High Janitor elects to be generous in his use of the hose, that bunches of flowers will be sent to other schools, to sick pupils, or to hospitals.

A Virginia creeper will be planted where vines should grow, but the responsive wild cucumber will cover up many an unsightly spot while the creeper is growing. Castor

beans will be freely used, and if generous and interested parents lend a hand, as they are apt to do whenever and wherever the children are deeply interested, there will probably be salvias and cannas added to the floral display. All this will be well under way by the time school closes, for the main part of the necessary weeding will have to be done in May and June. A few of the older children will come occasionally during the summer to attend to such weeds as the flowers do not crowd out, and the janitor will have only the watering on his mind and hands.

There has grown up between this first-grade room and the homes of the children the sort of friendly exchange advocated by Mr. Hughes in his address to the Cook County Teachers' Association last fall. The teacher, knowing by observation, as well as from the confidences of her small friends, the resources of these homes, has met with a most cordial response to requests for the loan of pictures, curiosities, books, plants, and specimens. Her lessons are, in consequence, better illustrated than she ever thought they could be, and by way of a return for these favors, various bits of good work adorn the home walls. The parents visit this room oftener this year than they did last, and there is a true home feeling inside of those red brick walls which grows as the year rolls on toward its close.

The democratic principle of self-government has so prevailed that by means of it the physical activity necessary for small children has been in part provided for. The little ones have learned to move about quietly for needed material, to go from seat to blackboard without disturbing anyone, and to work by themselves in other parts of the building when occasion calls for it. In regard to "leaving the room," permission to do so without asking leave has been granted to individuals as fast as they proved themselves worthy of the privilege. The number of these trustworthy people has increased from month to month and now there are only a few from whom this mark of confidence and respect must be withheld.

There has been a good deal of physical exercise in the form of related and symbolic play, some careful drill in the necessary marching in and out of the building, good gymnastic exercise, and as much active hand work and body work as the teacher could get in. She is fondly hoping as she thinks of this, and of her own watchfulness of the thermometer and means of ventilation, that her private and particular flock have not "deteriorated physically" since September.

The school music has been of great pleasure and profit to her little people this year, for they have learned to use it. Groups of children have been encouraged to sing for outside friends, on special occasions, the pretty songs they have learned in school. One group went Christmas caroling in their own neighborhood on Christmas eve, in charge of a few older brothers and sisters. Another gave a series of patriotic serenades on February 12 and 22. They also went out one beautiful April night and sang spring songs under the windows of friends and parents. During the sleighing season every sleighride was an impromptu concert which delighted all within hearing. The kindergarten children set a fashion by singing their Blacksmith song with its "anvil chorus" to the friendly horseshoer who so hospitably showed them his shop, tools, and work. They sang their Cobbler song for the shoemaker, and the Baker song when they visited the big ovens in the neighboring bakery.

At a birthday party, where fourteen school children, from six to thirteen years of age, sat around a table on a Saturday afternoon in February, one of them asked if they might sing, and permission being given, for one sweet half hour those little trained voices sang song after song, to the intense delight of everyone within hearing, from the mother of the small host to the Swedish maid who waited on the table. These children come from public schools where one of Mr. Tomlins' pupils gives them the very soul of music to put into their everyday lives.

But to go back to the "little schoolma'am" and her work in science, which has this year cultivated a love of nature, a power of thought, and a keenness of observation in her children which is daily expressing itself as the season advances. May and June, with their wealth of outdoor treasure, will be very different months to this flock of children than they would have been had the little folks been taught by a teacher who did not believe in nature study. Every morning the children come in with full hands, happy faces, and all the joy of the discoverer in their hearts, as they bring the first wild flowers, frogs' eggs, tadpoles, or maple seeds to appreciative schoolmates and an intelligently sympathetic teacher. Her desk is a bower of spring blossoms; the aquarium has daily acquisitions. The eager question, What is this? is often heard; the coming of the birds is a matter of intelligent interest, and in addition to enthusiastic school-garden work, every child has a home garden of some sort, of which he delights to report.

The reading lessons are full of spring breeziness, spring life, and spring thought. The A class has practically learned to read, the B's will have learned by June, and the C's will make good A's in the Advanced First next year. The children love to hear stories told and read; they can repeat any tale they have heard with tolerable accuracy and fluency. They can illustrate stories by means of black-board drawings which show an idea of perspective, and whose figures have at least what artists call "action."

The painting of flowers, buds, leaves, sprays, and twigs is really good, and an ever-growing joy to the children. They can manage their own material now, and do not exhaust their models in five minutes. The A's and B's can reproduce a simple story in writing, and the penmanship grows better day by day. Conceptions of number and the ability to express the same in figures grows by daily practice and experience, and the A class is as much at home with fifteen or twenty as with ten.

The hand work has developed a degree of skill that has given the children great pleasure in their work, and a power over material which exercises itself in invention and creativity. These small workmen are dissatisfied with inaccuracy or carelessness, and have a desire for neatness and orderly doing born not only of careful work, but careful getting out and putting away of material.

They have learned to work, to love to work, and to work persistently and skillfully at anything which they have to do. School life is a daily joy to pupils and teacher, and there will be real regret in many a little heart when the last day of school comes. Their education so far has been a process; they have grown in grace and progressed in true knowledge because they have lived under that law of continuity which prevails in nature and humanity.

THE PITTSBURG AND ALLEGHENY FREE KINDERGARTEN ASSOCIATION.

CAROLINE H. MCCULLOCH.

IN writing the history of the growth of any work we must first search for the seed planted which may have developed into the great tree, then trace the course of development.

So in our work in Pittsburg, a city of great industry, much wealth, beautiful homes, and a strong spirit of mutual help and advancement among all classes, where the squalor and debasing poverty of many large cities is not found in large proportion, still where is needed that inspiration coming from love, care, and pure environment for the neglected children, we look for the seed that has developed into a free kindergarten association, now an adjunct of the public schools, with ten kindergartens and a training class of more than twenty earnest young women under its care.

The spirit of true kindness and earnest desire to help their fellow-men has been felt by many individuals in great cities; then comes the question, How best can I help my brothers? and one answer follows—Help the children, the future citizens; make their young lives happy, joyous in true sympathy with nature, with man, and with God, thus leading them to become self-respecting, self-governing, reverent beings.

In 1885 Miss Alice Macfarlane, a graduate of the St. Louis Kindergarten Normal class, returned to her home in Pittsburg and opened a private kindergarten. Her enthusiasm and earnestness, together with a strong, noble character and broad intelligence, gave her friends an insight into the kindergarten theories and their practical application, and led them to feel the importance of such work among children. In 1889 Miss Macfarlane took charge of a free kindergarten in an Industrial Training school, she feeling that to the poor of God's world the kindergarten brought so many blessings. Near the end of this year of earnest work, having given the friends of the kindergarten a knowledge of what it might do, her Creator claimed her for His own and her life mission on earth was ended. But the seed planted then was destined to burst from its covering and put forth beautiful blossoms.

In 1892 Mrs. Z. A. Cutten came to Pittsburg with the hope of organizing a free kindergarten association, feeling strongly the good to be accomplished by it. Through many dark and discouraging days, and after many efforts to arouse an interest in the work, her indefatigable zeal was rewarded. The dawn of a new and brighter day came, and on November 30, 1892, a number of ladies met in the parlors of the Y. W. C. A. with Mrs. Cutten, and the Free Kindergarten Association of Pittsburg and Allegheny was organized.

Now the children of the poor, and through them all children (for are we not all brothers?), had a stanch friend. Mrs. W. A. Herron, a woman of wonderful philanthropic zeal and a true mother's heart, was made president and is still the honored head. Representative women of the two cities were made the other officers, with Mrs. Cutten as superintendent of kindergartens. With enthusiasm, faith, and energy on the part of all the members, out of immature plans soon developed practical working ones; from a few members to many the association grew and waxed strong, the general culture of the citizens of these cities and the breadth of their vision leading them from the first to realize the educational and moral value of the work.

Previous to the organization of the association, Mrs. Cutten had opened a private kindergarten with a training class in "embryo," and three young ladies were her earnest assistants. Therefore when the first free kindergarten was opened, January 23, 1893, here were practical helpers, who entered the new work with her.

The directors of the Franklin School gave the room for this first kindergarten, and it was called the "Alice Macfarlane Memorial" in memory of her unselfish and earnest work.

The work grew rapidly owing to its many enthusiastic friends, and of all agencies which have forwarded the association and its work none have exceeded the assistance given by the secular and religious press. From the beginning the press has been enthusiastic in its sympathy and liberal beyond expression, coöperating with the association in every way possible.

The second kindergarten was opened in March in the Fifth Ward school, Allegheny, and was called the "Cutten Memorial." In September the third was added—"The Ogontz"; in October, the "Wallace Memorial," supported entirely, in memory of their father, by Miss Isabelle Wal-

lace, who was one of the charter members of the association, and is still one of its most zealous and efficient workers, and Mr. D. H. Wallace, an active member of the advisory board. On January 2, 1894, the fifth child was taken under the wing of Kingsley House Association, this organization feeling that the kindergarten was the first step in its broad philanthropic and social culture work.

Thus the work developed. The kindergartners secured were from prominent training schools, and eager to do their best in the promulgation of a right interpretation of Froebel's system of education. The parents soon discovered how much the kindergarten meant to their children and were anxious to have them attend. But alas! for room, for supplies, an exhaustless treasury. These lacking, many little waifs, with hungry souls crying for love and sympathy and a proper place to grow, must be sent from our doors without these privileges.

By this and various means the subject was brought to the minds of school directors; to the superintendent of the Pittsburg schools, Mr. G. J. Luckey, who has been a wise, sympathetic friend and counselor to the association, and to the Central Board of Education of Pittsburg. Realizing the good already accomplished, and feeling the state owed a duty to her embryo citizens under six as well as over that age, in February of the present year the Central Board of Education of Pittsburg made an appropriation for salaries of kindergarten principals, if the association would assume the other expenses, and leaving the supervision of kindergartens and employment of teachers in its hands; thus making sure of a high standard of excellence in the work.

This appropriation made it possible to open four new kindergartens, and the First Ward school, Allegheny, has assumed the entire expense of a fifth, so that at present there are ten free kindergartens giving blessings to over four hundred children. The Central Board of Education has still further strengthened the bond uniting the association with itself by giving a home to the association in the central office. Here the secretary has her headquarters, and with much earnestness and an intimate knowledge of the association work from its start, having been one of its organizers, and a practical knowledge of the kindergarten, is able to do much to promote the great work. The Central Board also gives its assembly room for the use of the association for its regular monthly meetings.

Thus Pittsburg has an almost ideal basis for progress;
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uniting the kindergarten system with that of public education, the purely educational part to be provided for by taxation, leaving the moral, spiritual, and altruistic features to be provided for by voluntary benevolence, and the kindergartners themselves entirely in the hands of the association, and far beyond the destructive influences of local politics.

The association feel they now have a stability of character and can do much to disseminate a knowledge of and enthusiasm for kindergartens. All classes of society, people of all religions, are interested. The Jewish people of our city with rare intelligence have recognized the value of the work so thoroughly as to raise at one time about two thousand dollars to forward the objects of the association.

The gentlemen most prominent in local politics have been in an intelligent, sympathetic, and amiable attitude with the movement, seeing in it a basis for social development that in time must tell for good citizenship, and more than save the cost of the kindergartens in restricting the expense of conducting the restrictive and punitive features of municipal government.

In the organization and carrying on of the work the influence of Mrs. Cooper, of far-away San Francisco, has been felt through one of her coworkers, Mrs. W. C. Clark, who has done much for the general work and who has organized and made successful an auxiliary work—forming circles of cultured and educated young women (and recently one composed of bright young business men) who give their aid as they can to the kindergartens, their special work being to carry each week a lunch to the kindergartens, thus coming in touch with those who have so few advantages, and giving of their time, their culture, their sympathy to these little ones, and in return receiving an object-lesson in this luncheon hour in patience, self-denial, self-control, helpfulness, and unselfishness.

Miss Susan E. Blow's influence, too, has been felt through one who knew her and her great work in St. Louis; and through Mr. Henry E. Collins, his enthusiasm, public spirit, and large business acquaintance, the association has received much assistance. The influence of each strong life widens in circles into the lives of others, and with the Christlike spirit of love gives of its greatness in pure unselfishness.

The training school, as a part of the association, has continued to grow, and at present over twenty earnest young women are striving to grasp the theories of Froebel, "the

psychologist of childhood," and to make them practical in helping a little child.

In mothers' meetings organized by Mrs. Cutten, and conducted each month by the principal in each kindergarten, we reach the poor, tired mothers, and trust to help them to a greater knowledge of child nature and more sympathy with their little ones.

Mrs. Ada M. Hughes, Miss Lucy Wheelock, Miss Angelina Brooks, and Mrs. Lucretia W. Treat have all visited us and helped us in our work. In March Miss Harrison, of Chicago, will in three public lectures aid us with her clear insight and practical suggestions.

So the noble work has progressed in faith, in earnestness, in action, and we feel the end is not yet.

Pittsburg, Pa.

EDITORIAL COMMENT.

GREAT enthusiasm is apparent among educators who anticipate good things from the National Educational Association meeting at Denver in July. Miss Lucy Wheelock, the president of the Kindergarten department, has arranged a suggestive program which is most favorably received by those who are responsible for the success of the summer congress.

The first session of the kindergarten section of the National Educational Association convenes on Wednesday, July 10, at 3 p. m., with the following program:

1. The Kindergarten and the Social Settlement, by Amalie Hofer, Chicago.
2. The Pestalozzi-Froebel Haus of Berlin, by Mrs. S. H. Harriman, Providence.

3. The Kindergarten and the Home, by Mrs. James L. Hughes, Toronto.

4. Regular business of the Department.

5. Mothers' Meetings—a symposium of ten-minute papers by Miss Mary McCulloch, St. Louis; Miss Wilhelmina I. Caldwell, Denver; Laure E. Tefft, Greeley, Colo.

The second session of the department will be held Thursday, July 11, at 3 p. m., with the following papers:

1. Comparison of the Education Theories of Froebel and Herbart. Discussion opened by Mrs. E. L. Hailmann, of La Porte.

2. Elements of Culture in the Kindergarten, by Honorable Hamilton W. Mabie, of New York.

3. A Knowledge of the Kindergarten Indispensable to Primary Instruction, by Superintendent B. C. Gregory, of Trenton, N. J. Discussion opened by Sarah S. Arnöld, Minneapolis.

4. Business and Election of Officers.

Miss Wheelock is to be congratulated upon the profitable selection of subjects she has made, and particularly upon the wisdom of providing a serious discussion of such essential topics as the relation of the home and primary school to the kindergarten. Kindergartners are pledged to take a broad survey of the educational field, and should be prepared to discuss intelligently the comparative merits

of such educators as Froebel and Herbart. There is every prospect that current educational issues will be the chief subjects handled in all departments of the National Educational Association Congress of 1895.

One of these current topics will be the report of the committee of fifteen, which was presented to the Department of Superintendence which met at Cleveland, February 19-21. This committee was appointed by the Superintendent's department in 1893, and was given two years' time in which to make the report. The members of which the committee was composed warrant the respect of every teacher, and the report should be studied as pedagogical history. It would be a fair exchange to take up this report as a textbook study in summer institutes in place of the usual educational manuals and method books.

The report consists of three parts, as follows: 1. On the Training of Teachers, written by Superintendent Tarbell, of Providence, supported by Edward Brooks, Thomas M. Balliet, Newton C. Dougherty, and Oscar H. Cooper; 2. On the Correlation of Studies in Elementary Education, written by Wm. T. Harris, supported by James M. Greenwood, Charles B. Gilbert, Lewis H. Jones, and William H. Maxwell; 3. On the Organization of City School Systems, written by President A. S. Draper, supported by Edwin P. Searer, Albert G. Lane, Addison B. Poland, and W. B. Powell. A spirited discussion of the recommendations of this report took place at Cleveland, and a new era of school standards is without doubt opened. Teachers wishing to know the "latest utterance" in school methods, practices, and theories, should study the report.

FOR a quarter of a century kindergartners have prayed that elementary educators might come to them for standards and methods. Today they are looking out over their kindergarten walls and through their kindergarten doors into the primary schools, and watching for every point of contact between valid primary work and valid kindergarten work. The report of Dr. Harris and his committee on the Correlation of Studies in Elementary Education offers vital issues to every kindergartner. It opens vistas of work, toward which her results must aim. It indicates the chief end of education and the chief means to this end. The following topics are clearly and concisely handled in the report, and embody the sober, balanced, and well-weighed judgment of what, in the minds of the committee, is embraced in

this subject: 1. The logical order of topics and branches; 2. Symmetrical whole of studies in the world of human learning; 3. Psychological symmetry—the whole mind; 4. Correlation of pupils' course of study with the world in which he lives—his spiritual and natural environment.

ANY teacher or kindergartner wishing information concerning the special kindergartners' train to Denver in July, or price and privileges of railroad tickets, or rates and location of kindergarten headquarters, may apply to the editors of the KINDERGARTEN MAGAZINE. At present writing quite a party have arranged to make the journey together. An arrangement is under way by which eastern workers may join the Chicago party with convenience and no additional expenditure. It is the sentiment of many leading educators that the Denver meeting of the National Educational Association, 1895, will mark an epoch in American school history.

UNDER the able management of Miss Charlotte M. Mason, the London *Parents Review* is thriving, and at present voices the sentiments of many hundreds of British fathers and mothers. The central order of the Parents National Association is in London, with tributary organizations in every part of England and Scotland. The journal, *Parents Review*, aims to bring all topics to discussion which may legitimately concern parents,—an unlimited range of subjects, is it not? With each monthly issue the *Review* is leaning more and more specifically toward educational lines. We quote the following from the February number, which is apropos to the great agitation of religious instruction which has swept over England during the past year: "We in England require, every now and then, to pull ourselves together, and to ask what they are doing on the continent in the way of education. We still hark back to the older German educational reformers. We may not know much of Comenius, Basedow or Ratich; we do know something of the reformers next in descent, Pestalozzi and Froebel; but how much do we know of the thought of Johann Friedrich Herbart, the lineal successor of these, who has largely displaced his predecessors in the field of Pedagogics. How entirely German educators work upon Herbart, and Herbart only, is proved by the existence of a Herbartian educational literature greatly more extensive than the whole of our English educational literature put together. This idea of all edu-

cation springing from and resting upon our relation to Almighty God is one which we of the Parents National Educational Union have ever labored to enforce. We take a very distinct stand upon this point. We do not give a *religious* education, because that would seem to imply the possibility of some other education, a secular education, for example. But we hold that all education is divine, that every good gift of knowledge and insight comes from above, that the Lord, the Holy Spirit, is the supreme educator of mankind, and that the culmination of all education (which may, at the same time, be reached by a little child) is that personal knowledge of and intimacy with the Supreme, in which our being finds its fullest perfection."

EVERYDAY PRACTICE DEPARTMENT.

ARE THE KINDERGARTEN GIFTS EDUCATIONAL?

(Discussed by the Chicago Kindergarten Club.)

Dr. C. C. Van Liew, of Normal, Ill., presented a strong paper before the Illinois State Teachers' Association at its regular December meeting, on the general subject of the "Kindergarten in its relation to the school." A brief outline of this paper was given our readers in the January number of the *KINDERGARTEN MAGAZINE*, page 357. The paper was published in full in the February number of the *Educational Review*, and has been broadly commented upon by educators in general. At the invitation of that progressive body of kindergartners, the Chicago Kindergarten Club, Mr. Van Liew read his paper at their regular meeting, February 23, with a view to giving the members of the club an opportunity to discuss the points which were questioned by the author as an outside educator. These discussions will interest our readers, and may furnish food for further reflection. The *Educational Review* makes the following comment upon the matter:

The very powerful paper by Professor Van Liew marks the beginning of a new stage in the history of the kindergarten movement. Up to this time those educationists who appreciated the principles and spirit of the kindergarten have given it unwavering and uncritical support, because it was on trial for its life. Now, however, that it has become firmly established and will soon be a part of every well-organized elementary school, the time has come to save it from its friends.

As hitherto conducted the kindergarten has been a thing apart. It has elaborated a *technique* and a method peculiar to itself. This *technique* and this method have been narrow rather than broad, in antagonism to the principles of good elementary teaching rather than sympathy with them. A crude and fanciful psychology, and some of Fröbel's very uninspired and uninspiring dogmas, have been depended upon to sustain this position. A more accurate psychology, however, and the need for a close relation between kindergarten and elementary school work, technically so-called, are forcing a reconsideration of many points in kindergarten practice. Out of this scientific and sympathetic criticism only good can come, and already the more intelligent and better-trained kindergartners are giving evidence that the spirit of progress and truth is at work to correct the errors that have disfigured much of their practical teaching.

Mr. Van Liew was cordially received by the Chicago Club, and introduced himself by saying: "My attitude is not an attack upon kindergartens; I am heartily in favor of

kindergarten sentiment." In the course of the paper Mr. Van Liew restated the psychological principles on which education should rest, and along which lines Froebel and other educators aim to develop the child. As the paper has been printed in full, and can be secured on application to the *Educational Review*, we will repeat here only those statements which challenged the Chicago kindergartners to discussion. We quote direct from Mr. Van Liew, reminding the reader that these paragraphs are by no means isolated from excellent logic and argument in the original paper:

May not kindergarten and primary schools conform more closely to each other in their choice of educational means and in the arrangement of their various school activities?

While it is true that many of the educational measures distinctive of the kindergarten of the past, and of primary work in its newest phases, are admirably fitted to develop the interests, powers, and activities peculiar to childhood, and while they have in so far pursued some lines of work that might have resulted in a closer relationship between them, the possibility of any such relationship is thwarted by the force with which each has stamped its work with a line of formalism peculiar to itself. Each has departed more or less from what the child's nature demands: the kindergarten in conceding so great prominence and universality to artificial means of instruction; the primary grades in making the acquisition of formal facilities almost its sole end.

The attitude of progressive kindergartners on the question of gifts has changed materially in recent years. They have withdrawn their reverence for certain mystic virtues with which an equally mystical philosophy had supplied the gifts, and have come to regard them simply as peculiarly fitted to certain specific ends. But this change which has been brought about in spite of the claims still made by some prominent kindergarten authorities that the gifts embody absolute philosophic principles of education, will not stop here; it is but the beginning of a still more thorough transformation, sanctioned by the spirit of Froebel's own words.

It seems to me that there is a very serious objection to this interposition of conventional forms between the child and nature, or in their use as a key to nature. . . . I do not ignore the necessity of symbolism in the life of the child; but I claim that he needs no conventional key, no standard, no symbol, for the interpretation of nature, than the images themselves which nature stamps upon his soul.

Are the gifts properly 'natural objects'? and are not the analogies which they are made to symbolize either far above the child's plane of thought, or else too subtle and broad for his interests, or false?

The gifts when used so largely as a means of graphic and artistic expression, constantly force the child's representations into channels not his own, that do not express his own conceptions, and that even defraud him of his rights to individuality in error.

I refer to those exercises requiring minute motor activity, such as plaiting, sewing, drawing to patterns, etc., which have constituted prominent occupations for the child. In the light of certain *data* which child study has revealed concerning the physical growth and motor powers of the child between the ages of three and eight, these occupations are undoubtedly unsafe.

We present the substance of the informal discussions which followed, touching upon the above points:

Mrs. Alice H. Putnam, of the Chicago Froebel Association—
I have been thinking most seriously about some of the things which Mr. Van Liew has said. I am thankful that we again hear from good authority with regard to the danger which has been threatened in the kindergarten from the over use or unwise use of these motor activities of the children. I think we are all getting our eyes open to this danger. In doing away with many of the fine employments —weaving, sewing, perforating, and such things,—I feel that we incline more loyally than ever to the gifts. They will help us out in this matter. They are larger and do not require the self-control which the child must command in dealing with needle, thread, weaving needle, etc. I do not say that these are to be abolished altogether, but we are making changes in the method and manner of using them. The charge of formalism and artificiality in the use of the gifts is hardly fair. Dr. Van Liew spoke of the necessity for a uniform environment in the kindergarten and primary school. There is also a great necessity that there should be a uniformity of environment between the kindergarten and the home. The natural environment of the baby and young child is his home, and no doubt the most vivid impressions made upon his mind are those of things that are seen in the home. When he begins to re-present these impressions, and begins to reproduce, it seems to me that those will be the things that he would most naturally reproduce. So far as I know children's tendencies, it is more natural for them to reproduce through blocks than it is through pencil and paper. I do not mean to say that children would not use pencil and paper, but children need many modes of expression. I think if we used the gifts alone there might be more reason for the charges brought against them; but when we realize that they are only a part of the means for bringing out the child's expressions, then they certainly cannot apply to us. I believe it would be the expression of most of the kindergartners here that the gifts may be used so as to merit Professor Van Liew's charges, but that there can be an entirely different construction placed upon them. The first thing that a child is likely to do when he comes to a kindergarten for the first time is to build from the gifts chairs, tables, the piano, and other articles which he has seen in the home; and if perchance he has seen something whose surfaces offer a certain novelty, and he has thought to repre-

sent such a thing with what he has before him, and tries to re-present his thought through surfaces, and what he happens to have in his mind is a rooster, and he has triangular tablets before him, I do not think we ought to condemn the blocks if he makes that rooster; but if I should be so stupid as to dictate such a thing, I think I ought to be judged for it and condemned for it. There is where the trouble lies. It is through *our* formalism, not the formalism of the *gifts*, that any cause for this charge has come. The child desires to reproduce things as they appear to him, and it is only through allowing his spontaneity full play that we get results. As Mrs. Krause, of New York, says, "We have enveloped the child instead of developed him."

What does the child do when he goes out into the field? He gathers up a handful of flowers and throws them away, simply for the pleasure of doing something. And it is the spontaneity of the action which saves it. If he wants to take these blocks and build with them an aesthetic form, if he builds a boat, or a steam engine, or a temple, or a palace, or anything else, it makes no difference to him that they are simply cubical blocks; they are adapted to his thought, and he clothes them with such characteristics as have impressed themselves upon his mind in the case of each one of them,—such impressions as each may have received. It makes no difference how crude it is, providing it is plastic, providing the child is alive to it and is satisfied that he has done what he has desired to do with that material.

The fault is the kindergartner's, and the mischief has come through the kindergartners using these gifts as a formal means. You are right, Professor Van Liew, in calling them formal, because this is sometimes true, as when using them to teach the children how to build that which they think they already know how to build. It is the repression of the child's innate desire that I think has made this misunderstanding in the use of these kindergarten gifts. We need just such crude materials as we have, because the child's thought is crude, and if the material were perfect, it would be just as much of a formality. It seems to me it would be just as unnatural to give the child absolutely perfect material, as, for instance, those perfect blocks—Crandall blocks I believe they call them—dovetailed together, and representing various perfected articles. The children I have been acquainted with seem able to express far more fully and freely with the crude material, and I think we

need to be very patient with that crude material. We know there is no particular beauty in a circle. That would be almost equivalent to stating that the cubes and squares are given for their beauty's sake. But if the child sees in that circle all sorts of images,—fantasies are the words you used,—if it is a form in which his fancy can play, let him have it.

Miss Annie E. Bryan, of the Chicago Free Kindergarten Association—Dr. Van Liew's paper is worth all we have to say in return. It is earnest, honest, sober and friendly. I have long felt that there is great laxity in the use of the term "symbolism" in our work. I must confess that at times I have been very much disturbed over the term symbolism, because it has been so variously used by even authorities in kindergarten work. It has almost been a symbol itself for all sorts of general ideas, and in that lies a great deal of room for the criticism that has been made by the paper just read. It seems to me that the discriminations which I have been led to make, and even more closely since I heard the paper at Springfield, are these: The symbolism of the gifts as Froebel meant, is one thing. We may accept it or not. That, as Dr. Van Liew has said, may be a personal philosophy. It may be Froebel's interpretation of the relations between macrocosm or microcosm, with which we may agree or disagree. Then, again, we may view them as type forms, because they are the symbols of what Froebel meant; or they may be considered as type forms as a standard for the comparison of physical or natural phenomena; or, again, they may be considered as symbols from the child's standpoint.

The most practical use of them for kindergartners is as a stimulus to the imagination of the child. If we use them as type forms, in the sense of universal forms embodying *universal qualities*, we have better creative material than many of us have ever had. The fact that the child does analyze, that the child does symbolize, makes these materials all the better adapted to his needs, because they are general universal needs, embodiments of universal qualities. These gifts have been set up as a fetich, almost, for geometric forms. If that is the only use that could be made of the gifts in the kindergarten, then you will all agree that Professor Van Liew's position is well taken. If we condemn that idea, and look upon them as types, and recognize that Froebel did not give them as types to deduct the child's experience, but which should rather enable the child to analyze and express himself creatively, it seems to me that

there they have a place. Because they are of this universal quality they are fitted to meet this place in that creative way. When Miss Blow says it is not necessary to tell how well Froebel has expressed the ideal of play material in the gifts, she is speaking of the creative use of the material; she is not speaking of them as being subjects of formal instruction. We have all had that formal instruction. I have seen the teacher drill the children on corners, edges, and surfaces with these same gifts, but it seems to me that no one can feel that Froebel ever meant them to be a work of information. He meant them as a form of creation.

As far as their embodying unity is concerned, it seems to me that is desirable. The fact that the forms make a whole when put together, that the child can make a unit of the parts, and then can separate them, may create or reveal one general subconscious process. It is not supposed or expected that the child should do this in a clear, intellectual way, and be submitted to a daily test in regard to it.

Furthermore, the kindergarten material is well arranged to serve the creative power. The child must needs *destroy natural forms* in order to meet that creative need that possesses him. It would seem that there must be a good deal of unmaking as well as making, as Dr. Harris says. Presenting to the child natural forms as material to use in making what he desires to make, by the destroying of it lessens the respect and reverence of the child for natural forms and objects, which certainly is a thing to be avoided. We must direct the child in some way. We must put into the child something that he can reason with. What shall it be? So far as my experience goes, I am sure he can do this better with these crude forms than with something that leaves nothing for his imagination to touch upon.

No material has *power except as it is used*. No symbol can be grasped as anything except as the material of which it is composed is regarded and manipulated by us,—experimentally, creatively, consciously or unconsciously,—and some appreciation of the meaning of that symbol can be obtained from such use, whether it is a block or whether it is a game.

Miss Bertha Payne—The question resolves itself into two phases: the first, use of type forms and games to meet the child's conception of unity as it exists in nature; second, the use of that portion, or those of the gifts which appear to be constructive in their nature, or those which lead to self-expression through constructive activity. The child needs no generalization placed before it; needs no key to in-

terpret the unity and inner meaning of nature's phenomena.

The little child's mind seeking to express itself is fickle, ever changing. In the course of half an hour's play he wants dozens of new means of expression, as one subject of thought leads him to another, and to another, and another, and this takes place throughout the whole day. One facile means of expression is not sufficient; plaiting work, the chalk, the pencil, the brush, are all well enough in their turn, but they do not suffice. Moreover, these things themselves are too formless, are not suggestive to the child's mind. I believe that the child does need material for expression which is partially shaped, which is in form. He also needs, in their place, the pencil, crayon, or brush, for expression. I think that just because the sphere has so many analogies in the world of nature and art, and because the cube has so many analogies in the world of nature and in the world of art, they are the best means for the little child to express his thoughts and fancies with. Before his ideas are definite, shaped enough to create, construct, build up from perfectly shapeless material, he adheres to objects on which he can expend sympathy, on which to expend his playful sympathies, on which to expend that which has been given to him from everywhere, and it cannot be confined to one set of objects alone, but must range through the whole universe of his experience.

In regard to the constructive gifts, that is, the building gifts, sticks, tablets, etc., it seems to me that children naturally desire to reproduce their environment. If we take a child on the banks of the Ganges, and give him these gifts, he would undoubtedly endeavor to reproduce the hut in which he lived at home, and which he saw about his home; the Indian's child would build the wigwam, and our children have the same architectural or building instinct. What is the architecture which the child sees about him? The regular, solid, brick or stone edifice. Is it not natural to provide him with the material with which he can easily represent that in which he lives, and which he feels and recognizes in the buildings about him? The impression which we see children receive on taking up pencil and paper and attempting to express their thoughts, invariably is that of disappointment, and the impression made on children with these gifts, and the shapes they make with these gifts, is that of satisfaction and increased stimulus to observation.

Dr. Van Liew—I want to call to your attention what you have shown of the artistic development of the child where

the child has departed from the formal phases of the gifts and gone to architectural construction. After all, the value of this constructive activity of the child is not the fact that he is dealing with cubes, but the fact that he is building a house. He could construct it with oblongs. Cubes are not the only things. I claim it is not the arranging of these forms into formal conventional figures that interests or benefits the child, but in arranging them in the shape of a house, or a chair, or a piano, he is exercising his constructive activity,—a means to expression.

Miss Bertha Payne—In regard to the building of conventional patterns, forms which may be understood as divorced from nature, or those which the child sees in his environment, I think the conventional use may have its place; as when the whole tendency to use these conventional forms is directed to a purpose in connection with some real thing, either imaginary or existing, ornamentation, for instance. Perhaps I can best illustrate my point by an example: We have in our color work, which has been introduced lately, a long series of patterns and friezes, pretty work, in which we have illustrations of borders, proportions, form, and color. Now to the little child there is a delight in arrangement, without reference to anything else; a delight in simply placing the objects and replacing them. A young child once visited his father at his studio, where his father had a great many gifts. As soon as the child found them, he was very much interested. Soon he selected the ball, and looked at it very carefully, then tossed it up and down, and found out all its possibilities and laid it down. Then he took a cube and examined it until he had found out about it, no doubt, to judge by his interested expression. There must have been a dozen different forms there, and he took each one up in its turn and handled it, and set it down beside the others. Then he selected all the balls and placed them along at definite distances; then all the cubes, then all the cones, and so on through all the forms that were there,—selecting, classifying, arranging, placing, and replacing,—simply from the pure joy of arranging and handling something pretty. I do not suppose they meant anything to him—a house, or children, or a church, or church towers, or anything of the kind. I suppose it was simply the delight in arranging, which I think exists in the child to a very great extent, and I surely believe it does him more good than harm to be allowed to have that pleasure gratified.

Miss Katherine Beebe, President of the Chicago Kindergarten

Club—We have a great many gifts, as has been said. The child needs a great many things to express himself with, as at home we will find the kindergarten children, in expressing some thoughts, handle the chairs, broomsticks, etc. Our kindergarten material in its application has been often abused. Each one of our gifts is adapted to certain uses. It is perhaps through the mistaken use of the gifts, giving them at the wrong time, that our difficulties arise.

Mr. Van Liew—Mr. Hartmann says, with reference to the gifts and occupations, based on Froebel's distinction of the gifts and occupations, that he believes a great deal of the theory which exists with reference to them today has originated since Froebel's time, and as to the sequences, he comes to the conclusion that it is a question whether or not he meant these to form a continuous line, or whether he meant the teachers to cull out such material as they thought best from his list, and arrange them in their own sequences, giving them at the times when they are needed, or characteristics of them are needed. That is the most advanced construction which I have yet heard put upon the gifts and occupations. I have admitted that I could not understand why his various gifts occupied just the place they do. He gave them in a different order than you say they are used. We are told here one moment that there is a logical development, a natural development to be brought out in each of the gifts, and then the next moment we are told that after all it does not make any difference in what order they are used. Now, if that is true, is it not also natural to presume that if the child's mind has become very much interested in a certain gift, and its suggestiveness—that word was used some time ago—has opened to him, suggestiveness to the child is materially decreased by receiving something entirely different? Is it not true that suggestiveness should be increased to the child as his mind grows stronger, and not decreased for an instant? Certainly suggestiveness should increase constantly, but we have been told that the suggestiveness decreases. Now, if that is the case, I question the gifts still more.

Just as sure as you systematize play, and take it out of the child's hands to that extent, it is no longer play, but it is work. Now a gentleman at the University of Chicago is ready to attack you on this very point. I learned of it this afternoon. I am your friend, and am going to tell you about it. He is the physiologist there and he is eying the kindergarten from a physiological standpoint. Now then,

if you do systematize play, if that is the case in the kindergarten, what kind of a standard, as the expression of his desires, are you to go by? I do not think we realize what that means when we make use of the gifts. I have not time to recapitulate and present my argument over again, but it has narrowed down chiefly to these two points: as to whether they are correct means of assisting the child to self-expression, and whether they have their place as individuals, or all together. From the aesthetic standpoint, which seems to me properly put last, when you go to the extent of developing the conventional forms (I accept the definition of conventional as given awhile ago, that is, the separation of form from nature); if you separate it from nature, as a natural thing it is not concrete, or rather, that which it divides, and so it seems to me that the expression should be used for graphic examples.

"I LOVE FLOWERS, MEN, CHILDREN, GOD! I LOVE EVERYTHING!"

Who could have counted all the smiles on happy faces when the sun came this bright April morning, saying by its streaming light: "Wake up, children, the night is gone and I have brought you another joyous day?"

Who could count all the beautiful things out in the world which have been taking a much longer sleep than we did last night,—a sleep which began when the leaves turned brown last fall, when a whisper came to the flowers, "Go to sleep in your warm beds;" and to the streams, "Your play-time is over, lie still and rest?"

Who could count all the plants, trees, rivers, bees, caterpillars, and seeds that have been taking a long winter's sleep? They are beginning to wake up, and yet, if we had a thousand eyes and watched every moment we could not count them all. But they are waking up and the whole world smiles as they seem to say, "Good people, bless this holy day."

On this bright spring morning I am to tell you about a baby boy who first opened his eyes in this world in the spring time, when the flowers were opening their eyes. This must be the reason why, when he grew to be a man, he said: "I love flowers, men, children, God! I love everything!" This must be the reason why he walked so much in the spring woods, watching the plants and trees smile into flowers and blossoms.

This man lived in the German country, where everyone
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loves gardens or *Gartens*. Now there was something besides flowers and trees and birds which he cared for, and which he wished to see grow in a *Garten*. These were not flowers, such as grow in our windows here, nor such as are just waking out in the home gardens,—yet you know them very well. The world is as full of them as it is of sprouting things in the woods. They are in homes everywhere, and fathers and mothers take care of them. Can you guess what they are? We have a whole roomful of them here, a *Garten* of them!

Yes, it was the children which Froebel cared so much for, and for whom he made a garden. "*Ich liebe Kinder. Dies ist mein Kindergarten.*" One day he said: "Let us have a great party for all the children who live about us." The invitations went out and the day was set. The children came marching in from all the country round about, with flowers and bands of music, and their fathers and mothers and friends. You could not have counted the smiles the sun looked down upon that day.

Froebel was in their midst in the deep green woods, and there was singing, frolicking, dancing and laughing under the trees. Then there was a grand march and a great play circle, which those little children will never forget, and which the birds who looked down from the trees have sung about ever since.

Many years afterward, when Froebel was an old man, there was another party, which was all a surprise to him. Early on the morning of his seventieth birthday he heard sweet singing all about his house. It could not have been birds, for the song had a birthday story in it. When he came to the door he found many, many children singing him a greeting and bringing him flowers, green wreaths and spring boughs. The beautiful song and gifts told how much they all loved him, and how much they thanked him for his love to them. This party was on another beautiful day, and when it came time to go home, the children sang once more as they put the fresh green wreath upon Froebel's head.—"Good night to thee! good night!"

Soon after this birthday Froebel said: "I love flowers, men, children, God! I love everything!"—*Elizabeth J. Grey, Milwaukee.*

QUESTIONS TO DISCUSS BEFORE THE NEXT NATIONAL HOLIDAY
CELEBRATION.

On such occasions as the keeping of Washington's birthday, or the birthday of Queen Victoria, several serious questions agitate the thinking kindergartner.

Are these great names honored as types of state life and state authority?

Why should the national holiday be celebrated with military and warlike demonstrations?

How much of the personal history of the characters under consideration should be presented to little children?

Where should patriotism begin and end, and how much may be expected of children under six years in the way of expressing the same?

Does the mere fact of "playing at soldier" generate patriotism? Is it as legitimate for little children to play being soldier as it is to play being a farmer or cobbler?

Why should the flag be warmly associated in the child's mind with the keeping of a national holiday?

Is the drum-beat necessarily associated with the battlefield? Shall the little children in the kindergarten make cannon and guns in their celebrations?

Do you encourage the children to bring pictures of battle scenes as indicating their *interest* in the state thought?

Is a knight in full armor, steeled against all danger, mounted and armed, a desirable illustration of Froebel's symbolic knights?

Why is the picture of Washington on his magnificent white horse more pleasurable to the children than the picture of a Washington bust?

What have castles and royal crowns and coronation chairs to do with the children's concept of Queen Victoria? Why is it desirable to build Windsor Castle rather than London Tower on the queen's birthday?

How much of the monument and memorial story would you bring to a child under four? under five? under six? Which would you rather see, Washington's tomb or Washington's home?

HOW ONE PUBLIC SCHOOL KINDERGARTEN CELEBRATED THE
QUEEN'S BIRTHDAY IN TORONTO.

One week before the 24th of May a little child in the kindergarten had a birthday. After the usual celebration

on such occasions we had a little talk on birthdays. We spoke of the one we enjoyed so much last month, and looked back with very pleasant recollections to the 21st of April.

"Whose birthday do you think is coming next week, little ones? The 24th of May is next Thursday."

Immediately there is a chorus of "The queen's birthday!"

"Yes, it is the birthday of our queen. It took us many days to get ready for the Froebel day; let us count on the calendar and see how many days we have left to prepare for the queen's day. We must not count Thursday, because on that day we shall have a holiday, and keep it with our fathers and mothers; but *together* we will keep Wednesday."

"Could we not sing a song, like we did about Froebel?" asks one little girl. Yes, we will. Does anyone know such a song? One verse of the "National Anthem" is eagerly learned. Then we make Union Jacks, our flag under which all the queen's soldiers march. Our room is made resplendent with the red, white, and blue, and there is a flag for each child to carry.

With our materials and gifts, towers, forts, palaces, etc., grew under the eager little hands and brains. Were not the soldiers in the drawing and sewing straight and proud, because they protected the queen's countries! Drums were made with pease and sticks, and two circular pieces of cardboard, in which holes were punched for the sticks to go through (like the May baskets). Rosettes were made, such as the queen pins on the breasts of her brave soldiers.

Talks and stories of the home and public life of our queen interspersed all the work, and pictures of her at home and abroad were gathered by children and kindergartners.

At last all was ready and Wednesday arrived. The child soldiers were surprised by a new frame around the large picture of our queen; they called it a new dress for her birthday.

Immediately after our morning thanksgiving, "God Save the Queen" was asked for and sung. After the morning songs, wide strips of paper were woven around the drums; each child wearing his badge, drum, and soldier cap, and carrying his flag, was in readiness for what he considered the event of the day, viz.: to respond to the invitation from the other children and teachers in the building to march through their rooms to be reviewed, just as the queen sometimes reviews her soldiers on her birthday.

After a little rest and talk about our queen's love for us and all her subjects, we were ready for a quiet march through

the playground, singing patriotic airs without words. Then all were glad to go home and tell everything to mother, and show her the fruits of the last few days' labor and pleasure.
—*E. R., Toronto.*

A STORY PREPARATORY TO DRAMATIZING THE FIVE KNIGHTS.*

In a far country and long ago there lived in strong castles a kind of soldiers called knights. The great stone castles had towers so high that they seemed to reach the clouds. Around the castles were walls so thick and so high that no one could climb over. Within the walls was a great courtyard, over which hung the balconies of the stone houses built all about the court. From these windows one could look down into the beautiful garden where tall trees, flowers, birds, and butterflies lived all the summer long. Quietly flowing through the garden was a brook in which shining fishes were always swimming about. On another side of the court was a church with such a high steeple that one could scarcely see the golden cross on the far top of it.

In one great castle there lived knights and ladies, as well as many soldiers who took care of the courtyard, the horses, and gardens, and who taught the boys and young men; for the castle was also a school where men learned to be knights. The stables for horses were there, and near by was the smithy where the careful blacksmith made the shoes for the strong horses. Yes, it was like a small town on a hilltop, with a great wall all about it. You are wondering how the people came out and went in to the castle. There was a great gate on one side of the wall, with two careful keepers to guard it.

"Five knights I see riding at a rapid pace; within the court their steps I trace," a voice shouted. Again in a stronger voice came: "Five knights I see riding at a rapid pace; within the court their steps I trace."

Who do you think was talking? It was Egbert's mother with baby Harold in her arms, standing in the balcony window, looking down into the courtyard. She could see the father with shining armor as bright as the sun, riding a beautiful horse called White Prince. Four others as kind and brave, as strong and true, were riding with him. Little Helen came running up the wide stairway, calling: "Mama! Egbert! Five knights! See papa on White Prince!" They waved their hands to the knights, and baby was so happy he

* See introductory remarks in the article by Miss Miller in the March number of the KINDERGARTEN MAGAZINE entitled "A Plea for Froebel's Symbol of Knighthood."

could hardly stay in mother's arms. The knights halted in front of the balcony and said:

"We wish thy precious child to see;
They say he is like the dove so good,
And like the lamb of merry mood;
Then wilt thou kindly let us meet him—
That tenderly our hearts may greet him?"

The mother answered: "Now the precious child behold; well he merits love untold."

Papa with the other knights made answer: "Child, we give thee greetings rare; this will sweeten mother's care." "Worth much love the good child is; peace and joy are ever his." "Now we will no longer tarry, but joy unto our homes we will carry." The knights galloped away through the court.

Did you not know that children lived in the castle too? Such merry children were Egbert and Helen, who played all day long in the garden, running and racing with the kitties and dogs. They could climb trees as fast as the puss or the brush-tailed squirrel. One day when they were playing under the trees, a little bird fell from the nest. It was such a young bird that the father and mother peeped and flew about in great excitement. Egbert heard the noise and ran with his swift, strong legs to the place and gently lifted the little frightened birdling with his warm hand. Then he climbed the tree and put it back into the nest with the brother and sister birds. The birds chirped a "thank you," while Helen ran to tell father and mother about it. Papa said they were glad the birdie was back home again. "My boy, you are kind enough to be a knight."

When the children went to bed that night, Helen said: "Mamma, we don't need a candle, for we are not afraid when the stars shine all the night." And the happy mother said: "My children are as brave as the knights." I could tell you about many things which the children could do. They were brave enough to go to bed early and to come from their play when they were called, even if they were in the middle of a game; sometimes when running and playing they stumbled or fell, but were brave enough not to cry.

I must tell you about the baby. He was not as old as the other children were, and sometimes, when tired, he would be cross and cry. Egbert and Helen came calling one day: "Mamma! Mamma! The knights! Five knights! Come to the courtyard!" But only mamma could come, for baby Harold was cross and crying. The knights stopped

and said: "We wish thy precious child to see." And the sad mother answered: "Ah! friendly knights, I grieve to say I cannot bring him to you today; he cries, is so morose and cross, that all too small we find the house." "Oh!" say the knights, "such tidings give us pain. No longer we sing a joyful strain; we'll ride away, we'll ride afar, where all the good little children are."

One day papa said to Egbert, "Do you know what is tomorrow? It is your birthday; you will be nine years old. Would you like to be father's page?" Happy Egbert! he had asked so many times when he should be old enough to be a page. Then he could carry papa's coat of iron, also his helmet and shield. He could march with the other boys and learn to ride a pony. He could swim and learn so many things from books.

Helen was seven years old now and could help the cook in the kitchen and mamma when she put the rooms in order. She loved to help with the flowers and put them in pretty places about the house. And most of all she loved to sing to baby Harold and take him to play in her doll house, and in the yard with the dogs, squirrels, and kittens. One day when they were watering the plants and digging about the roots, one of the dogs came wagging his tail as much as to say, "How do you do, children, I'm so glad to see you," and stepped upon a beautiful yellow pansy, crushing it into the soft earth. Helen quickly called him away, and while Harold held the watering can, she carefully lifted the little stems out and placed some small sticks for them to lean on until they were strong enough to stand alone. Little Harold said: "Careful Helen; gentle Helen." Just then they heard the mother calling, in a sweet voice: "Helen, Harold; five knights in full trot are coming hither!" They ran as fast as they could and found the mother sitting on a garden bench under a tree talking to the knights, who were asking for the baby. "You want my child? you would take him hither? Hide thee, child, oh, hide thee now! Where thou art they must never know. Please, fair knights, I pray you, trot off, and don't delay you."

¶¶ The knights, loving the good child, said: "Is it not now very clear that our darling's hiding here?" and away they galloped, hop, hop, hop. "Baby, peep out and say good-bye; away trot the knights,—good-bye, good-bye."

When Egbert was fourteen years old he was made a squire, and rode a small horse beside his father, outside the castle wall, over the drawbridge under which was the moat,

down the hillside into the country where was much work for the knights to do; for you know they were always doing kind, brave, beautiful things for people. Sometimes they would ride many, many miles to do them—but never think how far, nor how tired they were—only to help some one who was in need.

Egbert learned to shoe his own and his father's horse, to mow the grass to make fine, sweet hay for them to eat; and he knew how to comb and brush their manes and tails and how to keep their coats sleek and clean. Sometimes they were called in the middle of the night, but that was not hard for Egbert, for he had learned long ago to obey. Once they had to ride all night and day, and a part of the next night; but they did not complain for they were too busy and happy to think about it.

One day a messenger knocked at the heavy door of the house and announced: "A letter from the king." The father and mother were very anxious and opened it at once and read: "I have heard of the strength, the kindness, the truthfulness and beautiful obedience of your squire, whose name is Egbert. We are in great need of helpers. Is he not ready to become a knight? Signed, Henry I, the King."

How happy were they all. Egbert was to become a knight. Each one was very busy for the next few days for many things had to be done. All the people were called to the church on Wednesday morning, April 10, when the priest or minister talked to them of how noble it was to be obedient. How happy are those who spend their lives helping others in need; and how beautiful it is to be brave and true.

Then came forward the knights and ladies, and put on Egbert a bright, new armor, and gave him a pair of golden spurs, after which the minister said, "With these we dub you a knight. Go forth into the world and never forget that right is might."—*Mary F. Miller, Chicago.*

HOW WE CELEBRATE QUEEN VICTORIA'S BIRTHDAY IN KINDERGARTENS IN NOVA SCOTIA.

The queen's birthday is, of course, observed as a holiday in all parts of the British empire, and coming, as it does, on the 24th of May, is greatly enjoyed in this climate. In Nova Scotia picnic parties go in all directions to the woods, to the hills and the dales, to the lakes, to the parks, and come home at eventide laden with our lovely, sweet-scented,

pink-and-white May flowers, or with baskets over which, in the words of the poet,

The tender, sweet arbutus (May flower)
Trails her blossom-clustered vines.

In our kindergarten in Dartmouth we talk for days about the queen as a child and as a woman. We tell of "Prince's Lodge, about five miles away, where the queen's father, the Duke of Kent, before his marriage, lived for several years; we draw pictures of the rotunda, or round tower, which still remains standing on a hillock overlooking our beautiful Bedford basin. We tell of how the duke used to take his little daughter in his arms when a baby, and, tossing her in the air, would say, "You'll be queen yet, Vicky," although at that time there was little prospect of her ever becoming a sovereign. We talk of how earnestly the dear little princess worked when she discovered for herself that she was the heir presumptive to the throne, and of how her good mother, the beautiful and accomplished Victoria Mary Louise, trained her little girl to do all kinds of domestic work.

And then comes the story of nearly fifty-eight years ago when, in the early dawn of a June morning, the Lord Chancellor and Archbishop of Canterbury came rapping at the castle door, and asked for the Princess Victoria, then eighteen years of age. She was awakened. Quickly donning a dainty dressing gown and bright slippers, the slender, graceful young princess ascended and entered the reception room. The two gentlemen, bowing low and kissing her hand, told her that her uncle, William IV, having passed away in the night, she was now queen. With pallid cheek and clasped hands, she whispered, "Pray for me." They knelt, and the Archbishop, in a few simple words, asked for blessings to be poured down, and help and grace to be given to the young girl who had that morning become sovereign of the British empire.

The children enjoy these stories very much indeed. We tell of the coronation chair at Westminster Abbey, and of the crown. We talk of and show jewels, and that leads to talks of minerals, which are very interesting to the children.

They like to hear of the queen's husband, "Albert the Good," of the nine little children who came to them, and of the busy, useful, happy, and beautiful life Queen Victoria has led. Not less pleasing to them is the story of the queen's sensible eldest daughter, Princess Royal, sending

her children to kindergarten, and of the eldest little boy now a man, being the emperor of Germany, and the first and only sovereign in the world who ever attended a kindergarten.

As to gift and occupation, we work, represent with the building gifts, or picture with sticks and rings Windsor Castle, or its fences and gates, or the rotunda, a monument of Albert the Good, or any of the places or things in connection with the stories. We draw and occasionally sew outlines of some of them.

We make with folding paper, sew, and draw queen's crowns. Last year as we did so we sang a little verse made and kindly sent to us by Miss Josephine Jarvis, of Cobden, Ill.:

For our queen, good and tender,
Our grateful thanks we render.
Glad is each little child who may
Make crowns for her in play.

Sometimes we make a crown of May flowers and one little girl is queen, while the other children personate the lords and ladies. We do not forget to make our good old British flag, the "Union Jack," of red, white, and blue paper. Sometimes we draw and color it. We show pictures of the queen, of her different palaces, etc. (This year we mean to show a picture in the January number of the *Review of Reviews* of the queen and the three heirs presumptive to the crown, namely, the Prince of Wales, the Duke of York, and the little baby boy.)

Last, but not least, pointing to our large and handsomely framed portrait of Her Majesty, we sing heartily:

God save our gracious queen!
Long live our noble queen!
God save the queen!
Send her victorious,
Happy and glorious,
Long to reign over us,
God save the queen.

—*Mary A. Hamilton, Dartmouth, N. S.*

A HANDFUL OF SIMILES ON DICTATION VS. INVENTION.

Dictation is the science; invention the art of applying the science.

Dictation furnishes the means; invention is the end.

Dictation is one of those unobtrusive agents which lie out of sight, as the root does in the ground; invention is the

blossom. The fruit is the conscious use of power in after years.

Dictation is the moving cause; invention the effect.

Dictation is the text-book; invention works through the book, but clothes each word with new meaning. It uses the book merely for a text, and the sermon should illuminate the text, and lift it into a higher significance.

Dictation is the ladder on which to climb; invention the blue sky beyond.

Dictation is the eggshell, the thing visible; invention the living thing that issues therefrom,—the life-principle.

Dictation furnishes an inward guide, a governing law; invention lifts it up and changes it into something higher than law. If there is too much law, the higher powers are too fully employed in obeying it,—creation languishes.

If an eggshell were too thick, the principle of life, for the protection of which it alone existed, would be stifled.

Dictation is the letter; invention the spirit. It is the letter which is in danger of killing, but the spirit giveth life.

All great achievements are the result of preliminary discipline of mind, heart, or body, except in the case of genius, which is amenable to no laws, and works according to no fixed theories; that sort of creative genius is higher than law, and can afford to do without it.—*Kate Douglas Wiggin.*

THE CORRELATION OF STUDIES CLEARLY DEFINED.

Few if any topics are more prominent these days in advanced educational discussions than the correlation of studies. What is meant by the expression? Is it desirable? How far is it practicable?

Omitting the philosophy upon which it is based, and giving only its applications, it means that some subject, like history or nature study, shall be taken as the central subject. What this central subject should be is not agreed upon by all advocates of the method. Some argue for history, some for natural science, a few for geography, and some say there must be at least two leading subjects in relation to which the others are to be studied. By all it is held that real knowledge of some kind is to be the thing studied; and the discipline desired is to be attained in the process of acquiring and expressing real knowledge, rather than in simple drill upon those subjects like reading, composing, spelling, writing, or drawing, which are instruments for acquiring or expressing knowledge instead of real knowledge.

itself. These latter subjects it is confidently asserted can best and most quickly be learned incidentally as they are used in the process of learning and expressing real knowledge. Thought generation and thought expression should be the dominating purpose and practice of every school every day.

Exemplified in a day's work in a schoolroom it would give some such line of work as follows: Nature study is the central subject, the oak the particular topic for the day. Perhaps the Scripture passage read at the opening of school has reference to oaks or at least to trees. Branches of oak, oak leaves, acorns, sections of the wood and bark of the tree—perhaps of different kinds of oak trees, are in the hands of the children to be carefully studied under the guidance of the teacher. As the necessity arises new words are given for the expression of newly acquired ideas, the spelling, pronunciation, etc., of these words noted. In the reading class the matter read pertains to the oak, and so far as possible it is such as will extend our knowledge of the oak. Some time during the day a poem is read in which the oak is taken as the symbol of strength or sturdiness of character, or a story told that exemplifies such strength or sturdiness. In the language class the sentences written or the paragraphs composed are the expression of thoughts acquired in the study of oak, and the drill in spelling is upon the words used in that study. In the arithmetic class most of the problems have some relation to the oak. Some pupils draw an oak leaf, some conventionalize its form and use this conventionalized form in an original design, some model in clay an acorn, some sew upon paper or cloth the outline of an oak leaf, etc. Throughout the day the acquirement, expression, and use of knowledge about, or closely related to, the oak is the guiding principle of work. In this process the child learns to read, to spell, to compose, to draw, to make, to observe, to appreciate the beautiful, to grow sturdy in character better than in any other way, because he does them under the dominating influence of an interest begotten of real and unified knowledge acquired and expressed. Moreover there has been a great saving of time and energy because of this unification of the work.

The real question is, "To what extent is such a plan of work practicable without omitting or forcing into unnatural, strained, and narrowing relations much necessary instruction?" In the lower grades it seems entirely practicable; but its difficulty, and perhaps its undesirability, increase the

higher we seek to carry it in the grades. However, it appears too early to pronounce final judgment upon the plan as a whole or even upon many of its details. The philosophy upon which it claims to rest seems sound, its capabilities and promises of good seem almost unlimited, its abundant success in actual practice elsewhere is confidently claimed. It certainly demands our careful study, fair trial, and impartial judgment.—*Geo. Griffith, Superintendent of City Schools of Utica N. Y.*

WHO KNOWS—DO YOU?

Way down in the cold ground a little seed is waiting for the voice of spring. "Awake! come forth you patient one."

Do you think when spring so calls the seed will say, "Oh, that does not mean me. It is too cold to grow yet. I will wait awhile."

No, no; but it trembles with life and joy, and throws open the doors of its seed house, and obeys the voice that bids it come.

All the way through the brown earth it dreams of the warmth and sunshine just above, of the dear baby buds and lovely flower children it will have for the pleasant-voiced spring. How glad it will be every morning to turn the clean flower faces, all washed in the dewdrops, that the sun may greet each one with a morning kiss; at noon to spread wide the green branches to shade the tender baby buds; in the evening to fold close each lovely little one and, rocked by the gentle night winds, sings of the beauty and fullness of its flower-life. The night wind knows the reason for the little plant's joy. Do you?—*A. T. Jennings.*

CHILD STUDY QUESTIONS FOR APRIL.

Do you remember ever having made a speech or "orating" as a young child?

Do children play at preaching or declaiming? Do you recall any incident where children conducted a funeral service over a dead pet? What was the chief characteristic of such play? Was it ceremonious, or was it deeply sorrowful?

Why do young boys and girls enjoy declaiming serious, profound, or eloquent selections?

A FLOWER FINGER PLAY.

In their beds, so snug and deep,
Lie the flowers fast asleep;
Till the sun, the bright spring skies,
And raindrops call, "Dear flowers, arise!"
Now watch for them, as one by one
They wake to greet the rain and sun.

Garden Flowers.

First comes Crocus, brave little fellow,
Dressed in purple, white, and yellow;
Then tall Tulip, bright and gay,
Shakes out his dress and nods, "Good day."
Who do you think is the next to unfold?
Stately Daffodil, yellow as gold!
Then, sweet and fair, with a timid grace,
Little white Snowdrop lifts up her face;
Now waking up when the sunbeams call,
See purple Violet, sweet and small.

Wild Flowers.

First from under the leaves so brown
Comes Arbutus, in pink and white gown.
Then Buttercup so gay is seen,
Growing all over the meadow green;
Close by her side is the Daisy bright,
Dressed so fair in yellow and white;
Then Quaker Lady, in dress of blue
(Called little "Bluet" and "Eyebright," too),
While dancing everywhere in the grass
The Dandelion nods to all who pass.

"Good morning, dear sun," say the bright spring
flowers;
"Thank you, kind rain, for your gentle showers;
We're glad to wake up so bright and fair,
For the world is beautiful everywhere."

—Catharine R. Watkins.

PARENTS' DEPARTMENT.

THE FAMILY GROUP—A KINDERGARTEN.

Every kindergartner who is familiar with the pictures in Froebel's "Mutter und Kose-Lieder," will remember the family group shown in the frontispiece—a mother surrounded by twelve or thirteen children of all ages, probably her own and others from the neighborhood. The children are variously occupied; some working, others apparently listening to a story the mother is telling. Together they form an ideal family group.

Did Froebel wish to show us an ideal kindergarten in this picture? If so, many questions arise in the mind of the earnest kindergartner. How can this be done with so many children and so little help? How can the different ages be kept together and allowed to do different things? Yet this is what a mother who works with her family does, and we will all agree that it requires more skill than to give fifteen or twenty children the same work to do. Are we in danger of losing the family thought in our kindergartens through too much organization, like the school, according to age and development? Organization is necessary, and we cannot do without it in our large kindergartens, but the family spirit is just as essential.

The Pestalozzi-Froebel House in Berlin has a feature of its kindergarten called the *Gruppen*, which seems to remedy this difficulty somewhat. A kindergartner takes several children out of the different divisions—a little group made up of children of different ages who work and play together all morning, and go back to their divisions next day. In these *Gruppen* the children have more individual attention, while in the large division they are one of many. One of these little circles made and furnished a doll's house. The eldest children made the house, others the furniture, and the youngest the pillows for the beds, and folded frames for pictures, etc. Each child helped according to his strength, and the doll's house was for the kindergarten.

We might adapt this plan to our kindergartens in America in several ways. In a large kindergarten one kindergartner could form a little group once a week, bringing together the tall child and the small one, the weak and the

strong, the shy and the forward, and let them do something for the kindergarten, for some one, or represent what they have been doing during the week. Before taking up a new subject, they might review in this way the one they are about to leave. Give them whatever material they need to represent the thought. One who has ever watched such a group work knows what great satisfaction the children take in helping one another. The little ones marvel at the skill of the older ones, and the older ones enjoy helping the younger ones and delight in the simple things they make. They gain strength and enthusiasm from each other, and, like the members of a family, they grow necessary to one another.

It is unnecessary to emphasize the ethical value of these family circles. It is the impossibility of having them that makes the kindergartner who deals with the masses unhappy. But perhaps this may serve as a suggestion whereby something can be done to retain the family element in our crowded kindergartens.—*Bertha Hofer, Berlin, 1895.*

THE PRIDE OF POSSESSION.—HOW OUR CHILDREN OWN EACH OTHER.

"It seems to me," said the visitor, "that so many together would cause friction, especially as they are all about the same age."

"So it does," replied the mistress of the manse, as she rocked and knitted in the bay window, and watched the children playing around the baby's carriage on the lawn; "so it does, but if this friction can be used to develop power it is beneficial."

"Well," sighed the visitor, "it would be a problem to me, and one I could never solve. Do tell me how you have done it, for I have been in the house some time, and have yet to see any jealousy among the seven, or any quarreling, though I must admit each child has its individuality."

The mistress paused to tap on the window, as the two big boys were vaulting over the baby's carriage, and it was more good luck than skill that kept the baby from being decapitated. "You see," she answered with a smile, "it's all the way one manages. I have never felt I could reconcile it with my conscience if I employed a nurse, and so it has been our great privilege to care for nearly every hour of these precious lives."

"But you go and do," interrupted the visitor, "and I see you read, and you are always sewing, and yet how many savory dishes of your concoction come on the table to tempt our appetites."

"Nothing to my credit," laughed the mistress of the manse; "it's all in management. There is a great deal in beginning young, and growing up with the children, and I began to grow as I saw my firstborn's mind develop, and by the time I had four, under four years, I felt I knew a good deal."

"Was it fun?" asked the visitor, with a pitying expression, and in a moment the earnest answer came: "Not fun; it was too real to admit of jest, but it was a blessing too deep for words to express, and which made us come with bowed heads into the presence of the Lord. Perhaps the welcome they have all had," continued the mistress thoughtfully, "is the first stone in their character building." The visitor broke in upon her reverie: "How you bring the friction into working order is what I want to know."

"It's all management again," replied the mistress. "When little Number Four was coming, and we were full of pleasant anticipations, I obtained a photograph of Kaulbach's 'To Earthly Home,' and showing it to my oldest son I explained to him the beautiful conception of the angel bringing the precious little soul to the waiting home on earth. The little fellow grasped the sweetness of the idea at once, and was delighted with the prospect of having just such a dear baby if he asked God for it daily. So from that time on he had a new object in life, and many were the questions he asked of the new baby that was to be all his own. The next boy soon felt the greatest interest, and begged that as soon as Number One's baby came he might have the picture over his bed, so that he might pray for a baby, too."

"And did he?" asked the visitor.

"Oh, yes; each one has had it in turn, and prays for his or her baby," said the mistress, "and are praying now."

"Did it ever strike you," inquired the visitor, "that it might be an endless chain as each child follows in the others' footsteps?"

The mistress only laughed as she glanced at the bonny, sturdy group on the lawn. "I guess it is in the Lord's hands," she said, and went on with her story: "Through the weeks before the baby came, the chief topic of conversation was the little one God would send, and as I made the

tiny wardrobe childish hands helped, and the cradle was arranged and each morning was visited as soon as sleep had left their eyelids. At last the long-expected treasure came, and such rejoicing never was before, though it has been three times since, and the boy proudly claimed the ownership of the baby brother."

"A very pretty idea," remarked the visitor, "but where does the management come in after the grand event?"

"Ah! there's the point," was the reply, "and I think it is one reason why there is so little quarreling among them. Each child who owns a baby feels a certain responsibility for him, helps in his care, and tries to be a guide in conduct for this younger one. You see, the faith which makes the baby a direct answer to prayer develops almost a parental feeling, and this is fostered by the services they render their especial charge. This summer I had to travel a long distance without the Wise Man or any other help, and I would have been worn out had not I been able to rely on this care the children took of one another. As it was we got on finely, for Number One assumed the charge of Number Four; Number Two directed little number Five, while Number Three cared for Number Six, and Number Four, who owns the last precious installment, took charge of the food that was needed for him, and we all felt our responsibilities so deeply, and so lived up to them, that everything went smoothly."

"Now I can understand," said the visitor, "why each child older knows so well how to get a younger one ready for school, and sees that he does as he should in various situations; it has always amused me, but I can see how much it must help you with your cares."

"Yes, and how much it develops them," was the reply. "As I told my oldest son the other day, he must keep a closer watch on his child, as he was in a school where the pupils were not of a high grade, and now I know pretty well what are the influences the smaller boy has about him, and his brother and I are trying to help him to combat them."

"Well," laughed the visitor, "your plan inspires faith at any rate, and I smiled, even though I was impressed, as little Number Five told me today: 'I have been praying a long time for my baby and I am pretty tired, but God knows best when to send it, and he surely will.'"*—Mary Hedley Scudder.*

A LITTLE HANGING GARDEN.

Ruth and Paul had their home in a big, tall apartment building, away up high, up stairs and stairs. From their windows they looked down, down into the streets, and watched men hurrying along, ladies stepping lightly, children skipping, babies trundling, and carriages, cabs, and carts driving; everybody, everything always going somewhere.

They would look out of their high-up windows watching all this motion, till their eyes almost ached for something different. What they really needed, though they hardly knew it, was a quiet, green view—trees, grass, flowers, some blue water, and some cows, sheep, chickens, and birds. What fun it would have been to these children in their high-up city nest to see some of the things so common to little children in cozy country nests.

It did seem as though winter was having more than his turn this year; he had kept the children in the house for weeks with his icy winds. He had even put his frost so thickly on the windows that they couldn't *look* out, and this seemed pretty hard,—hardly fair.

But finally winter began to give way, first by letting the frost and ice and snow melt into puddles and pools; and then he let lots of rain come to clear up the dirty piles he had left, and to wash up the streets a little.

It was on one of these days when the raindrops, running down the window pane and drumming on the roofs, seemed to say, "Stay, stay, stay in the house; can't come out! can't come out! wet, wet, wet!" until the children were very tired—tired of everything; blocks seemed stale, dolls were all out of order, horses and carts were stupid. They were tired of painting, pasting, and cutting. They did not want to do anything they could do, they just wanted to go out and have some fun.

They were standing at the window in a hopeless way when Paul, looking across the court, saw in an opposite window a large, green box full of fresh green leaves and beautiful bright blossoms.

"Oh, oh! look, Ruth!" he cried. "See! see, those plants are growing; they are really, truly plants."

"How perfectly lovely!" exclaimed Ruth, and the eyes of both of the children were as bright as stars.

The tenants over in those rooms had moved in while the windows were frosted, so this was the first glimpse the children had had of the new glory. They had never had any

plants of their very own; they sometimes had flowers, beautiful hothouse flowers which they could not touch. Papa brought them home for mamma to wear to parties or to place on the table for company; but real flowers, growing on their own stems and stalks, and having their own roots were a joy unknown to them.

As they looked in delight now across the court, a sweet little girl-face appeared among the branches and nodded brightly to them. The blossoms and the smile together cheered them much, besides, it gave them a new idea. Catching Paul's arm Ruth exclaimed: "Oh Paul, do you suppose we could have such a window-garden?"

"Wouldn't it be perfectly fine if we could!"

"Wouldn't it, though! Oh, I wish we might!"

"Let's ask."

"I'm afraid nurse would say 'no' right off; 'too mussy,' and mamma might think it foolish."

"I am going to ask mamma first, for she understands things better than Nina."

"All right, then. Let's do it."

Paul was right; mamma did understand though she had never before thought of plants for her children. She said yes, and then she asked the house-man to bring up a box full of black earth. This was placed in the sunny window.

That first day Ruth and Paul busied themselves in covering the box with heavy, light-brown wrapping paper; then they pasted all over it in pretty groups little pictures that they had cut out and painted. They found enough bright letters on an old calendar to spell out their names, pasting them on the two ends.

Nina seemed to understand, too, after all, for her brother had a greenhouse, and she was as pleased as the children to have something green. She took them to the "Flower Home" to get some slips and roots and bulbs and seeds.

What a grand place it was with its rows and rows of things growing, and lots of dirt to dig in! As Ruth and Paul looked at the grimy hands of the boy and man they really longed to get their hands real good and dirty too.

The man let them have the fun of filling some little pots, and he told them and showed them so many interesting things that they went home with their heads and hands full of new thoughts and work.

Can you think what delight it was to plant all sorts of things in that box? What joy it was to find that the seeds were sending up little sprouts, and the plants were putting

out new leaves? And then what rapture when a bud was discovered that swelled and grew and finally burst into a really, truly blossom. If you cannot think, just try it for yourself, it is so good.

There was a great question what to do with this first flower raised in the little house garden, but the little owners soon agreed that there was no one better to give it to than their own grandmother, so they went over to make a special call with their precious present. Was grandma pleased? Well, you should have seen her!

Every morning it was the first interest with Paul and Ruth to look at the garden, to water it, to see if there was anything new; every time they came in they looked to see if there were any changes and at night, when the curtain was carefully pulled down, they said, "sweet good night" to their dear little pets.

As the warm sun drove old Mr. Winter away, and brought lovely spring days, the window was opened and the plants danced with the breezes; then as the days were warmer the box was pushed out onto the little porch, and the box in the opposite window came out too, and the children soon made friends over the green treasures.

The other little gardener's name was Caro. They became well acquainted down on the sidewalk where they all went to play, and talked over their plants with great interest.

Finally, what do you suppose they did? They bought a ball of string, and throwing it from one window to the other tied the ends to the edges of each box. This was early in the summer when the vines were just stretching their baby arms; they seemed to know right off the strings were intended for them, and they began to climb out boldly from both sides. Holding on and stretching out they soon met in the middle, all the time letting delicate little tendrils droop below to wave and waft greetings to all who passed. When the red and white blossoms peeped out all along the line it was the prettiest bower you ever saw, and everybody looked up to see the "Little Hanging Garden." In fact, as the other plants grew and bloomed, the garden became so well-known that people came on purpose to see it. Often Paul, Ruth, and Caro would drop down blossoms to some little child who would be looking up with longing eyes. It was such fun to see the surprise and delight.

Now do you see how much happiness and how much good came from this hanging garden? Why you cannot count the people who were made happier by it.

And think of it, what a world of interest and thought and work it brought to the little gardeners themselves. They want you to know all this by trying some kind of a garden yourselves, if not up in the air, all the better on the ground, with more room and greater opportunity.—*Hal Owen.*

SCIENTIFIC VS. NATURE STUDY.

An enthusiast may say that science is the key to all knowledge. It is easy to say that. But men of liberal education—men who in middle life and in age contrast educational values in their own experience and in the experience of others, place nature studies first. Whatever of exact seeing, of mental acumen, of growth in language, of true reasoning, of pleasurable emotions have come to the children of the grades, it will be found on analysis to be the result of the stimulus of objects and their phenomena somewhere and somehow impressed. The next decade must solve the fitness of the place assigned to science by our own psychologists—i. e., *meritoriously first*. If so, science teaching must demonstrate beyond question that continuous courses in science, from the primary to the high school, will develop in children as no other studies will, the following:

1. A love for honesty and truth.
2. An interest not otherwise equaled.
3. Rapid growth in expression and number.
4. Generalization and classification.
5. A lifelong habit of reasoning.
6. An increased love for all other studies.

It is fair to say that argument can never settle the above points.—*Professor M. L. Seymour, Chico State Normal School, in Western Teacher.*

In a communication to the editor regarding the play sense of modern children, an interesting suggestion is brought forth in the following: "The lack of a play sense coming under my observation only applies to playing dolls, 'mother,' and such branches. Of course there are a few of what we call 'old-fashioned children' that play dolls in the good old way, but the majority of California children appear totally unappreciative of dolls. Out-of-doors they play their games with genuine childish zest; indoors they seem simply a set of rather noisy, impatient little men and women."

May this tendency of California child life not be due to the climatic influences which largely annul the necessity of indoor amusement? An out-of-door, expansive, growing, exerciseful atmosphere enlarges the horizon of the child in California, and dolls, which are an essentially indoor and housekeeping play, are grown away from.

PUSSIES IN THE WILLOW.

Are they yours, old Tabby, pray?
Such a family!
'Most a hundred, I should say,
Each one round and soft and gray;
Huddling, cuddling,
Closely snuggling,
In the willow tree.

Some of them will have a fall
Sure as sure can be,
For they are so very small
That they cannot see at all;
Huddling, cuddling,
Closely snuggling,
In the willow tree.

We must help them from their plight;
Then how glad they'll be!
For they surely can't feel right
Holding on with all their might;
Huddling, cuddling,
Closely snuggling,
In the willow tree.

—Anne Burr Wilson.

THE QUESTION OF OBEDIENCE.

Besides corporal punishment, there are other punishments which are not justifiable. To shut up a child in a dark room is to spur its imagination into wild fancies. Darkness is a bad companion. It will contract and terrify the child. Denying children the necessary amount of sleep or food, exposing them to the inclemency of the weather, withholding from them for too long a time the tokens of affection, treating them as strangers, or as enemies, or ignoring them altogether—these are measures which do more

harm than good. Punishment should be of such a nature that, if necessary, the parents can share it with the children. The child must know that it cannot suffer alone physically, much less morally. Its suffering brings suffering to others. This is the lesson which will develop the social element in the child. In the second place, we must correct the faults of the child by its virtues; that is to say, the strong qualities of the mind must spur the weak faculties into play. If a child is physically strong, but morally weak, let the parent hold up to view the two sides of its nature, until the physically strong child shall be ashamed of its moral cowardice. Let the child look into the mirror and see first the robust, healthy, powerfully built frame; let it look again into the mirror and see the small, selfish soul. To make the higher nature shrink from the lower nature, and feel uncomfortable in its presence—to make the discipline self-administrative, the fault self-corrective—this is the economic principle in education; hence, not only the duty, but also the beauty of obedience.—*M. M. Mangasarian, in the International Journal of Ethics, Philadelphia.*

ARTISANS AND ARTISTS.

The artisan works from a pattern, a model, measured and exact. His business is to imitate, to copy. The artist works from an ideal. His business is to create, "to turn to shape the forms of things unknown."

The artisan's outlook is narrow. He must not see beyond his model. The artist's horizon is broader. It reaches out as far as truth itself. The artisan succeeds; he reaches his limit; his product is a finished product. The artist never attains success. His ideal is always more perfect than any possible expression. Thus it is a perpetual source of inspiration and incentive to effort.

These two types of workers are found side by side in every school. The graded school system has been favorable to work of the artisan type. Its large classes, its logical courses of study, its rigid standards for promotion and graduation, its formal examinations, with their per cents and ranks, have combined to force many teachers into narrow courses of instruction and discipline.

But a revolution is going on in his school work. New studies, new methods, new organization, new philosophies, are silently undermining the old *régime*, and are making it possible for teachers to be artists in their work. Nature

study, music, drawing, literature, and manual training are all tending to free the schools from the hard and fast limits which have bounded them.

The special feature of the new dispensation is the recognition of the individuality of the child and of the personality of the teacher.

This opportunity for the personality of the teacher to assert itself is of profound significance. The most potent influence that ever comes into a human life is that of some person. Through the bond of human sympathy it touches the secret springs of character and conduct and molds the life.

This is the work of the artist-teacher. It calls for qualities of the highest character—force, sympathy, insight, scholarship, religion. It calls upon the teacher to form an ideal of an American citizen and to try to fashion like it the children of all nationalities and races who are crowding the public schools. But higher even than this is the ideal man and woman. The artist-teacher in his endeavor to attain this highest end will hear the divine injunction: "See thou make all things after the pattern given thee in the mount."

—*George H. Martin, Bridgewater, Mass.*

EVEN SONG.

Evening voices softly calling,
 All the bright day's work is done;
 Gentle dews are softly falling,
 Little stars peep one by one.
 "Wee, bright comrades, are you ready
 To begin your happy play?
 We will dance and sing together,
 'Till the break of golden day."

Tiny voices sweetly singing
 To their babies in the trees,—
 "Birdlings sleep, will rock you gently,"
 Sighs each little breeze.
 All the bright-faced flowers are sleeping,
 Until day beams bright;
 In the marsh the frogs are peeping—
 Let us say good night!

—*Emma M. Firth, Jacksonville, Fla.*

SO-CALLED KINDERGARTEN METHODS IN THE SUNDAY-SCHOOL.

To the Editors of the Kindergarten Magazine:—Today I received a copy of the January *Pilgrim Teacher*, published in Chicago, in which are articles headed "Kindergarten Methods in the Sunday-school," and "Kindergarten Lesson Helps." Both of these articles have so far misconceived the kindergarten spirit, that I cannot resist calling the same to the notice of all true kindergartners. The unfolding of the divine and ideal truths are so materialistically presented that all the "beauty of holiness" is lost sight of, and the in-born spark of reverence and faith undermined by inappropriate and unnecessary use of material. Poor little children! How they are hurled into the depths and abysses of the geography of Palestine. They are impressed with multiplicity of detail, of objects and materials, and go away with a confusion of things rather than with inspirations to be, arising from simplicity of action and expression on the part of the teacher.

Again I find no continuity of thought in the month's lessons, nor in the songs given. One lesson is on John the Baptist and his unfortunate death—not even the sweet lesson of his being the messenger of Christ is given. The next is a parable, the third a miracle, etc. No connection, no purpose of thought in lesson or song, simply a lesson from the Bible—isolated, unclassified—just picked out as a story for little children. No place in these programs is allotted for individual interpretation or experience, and again a kindergarten principle is violated by the remoteness of the subject and their treatment to the child's own environment and experience. As a kindergarten Sunday-school teacher I should ask:

1. What should be the aim in Sunday-school work?
2. How best to reach this aim?
3. What materials can be used advantageously?

Under the first would come—

a. To instill a love of the good and a desire to emulate the good.

b. To form the habit of attendance at a place of worship.
c. Reverence.

d. Desire of greater knowledge about God and his works and a desire to be one with him.

How to reach this aim—

1. By personal example.
2. By giving the Bible direct to the children.

3. By stories illustrating these passages, or containing some eternal truth.

4. By going direct to nature for study.

5. By songs.

And what materials shall be used?

1. Natural objects,—flowers, rocks, butterflies, snow crystals, etc.

2. Pictures, especially those by the great masters, portraying the life of Christ or his disciples.

3. Blackboard and crayon, that the children may express themselves.

And at least five minutes each Sunday should be given for general and personal talk, that all may feel inspired by the social contact.

So I find no reason or use for gilt paper crowns, nor for the building gifts, the sewing-cards, and sand table. Nor do I, as a follower of Froebel, like to have these material accessories called true kindergarten principles in the Sunday-school.—*Beulah Bennett, La Grange, Ill.*

FIELD NOTES.

THE Utica public schools, under Mr. George Griffith, sent out an altogether valuable and interesting report for the school work done during the year 1894. There was a time when a school report was considered far from interesting reading matter, but in these days, when school life begins to reflect human and community interests, we find many a paragraph which might as appropriately appear in the library of the student of ethics or social economy as among the archives of the public school board. We reprint such statements from the report of Mr. Griffith as are of general interest: The buying of school supplies in bulk for the year, and of the lowest bidder after open competition, and the distribution of these among the several schools at the opening of the school year; the purchase and use of a large amount of supplementary reading matter throughout all the grades; the substantial enlargement and continued support of the professional library and reading room for the use of teachers; the privilege, extended to, and embraced by, our teachers, of using not to exceed two days per year without loss of pay, for the purpose of visiting other schools; the placing of the evening schools in charge of male principals who are teachers of proven success, rather than in charge of young girls with the accompaniment of a watchman to keep order; substantial increase in teachers' salaries; the development of the kindergarten system as an organic part of our free public school system; the continued support of the city training school, and the insistence that only those be graduated therefrom who in their course of training give promise of becoming good teachers; the establishment of the rule that only those are eligible to teachers' positions who, in addition to the usual requirements, have had successful previous experience or special professional training for the work; that qualification shall be the sole basis of appointment, and efficiency the determining test for the retention of any teacher. Several schools have made quite a beginning in the formation of children's libraries. These libraries are collected, contributed, or bought by the children of the several departments or grades, and are controlled by them under the supervision of the teachers. Committees of children have charge of the libraries and different children in turn act as librarian for the issue of books. Thus the children take great interest in the libraries because they are *theirs*, while the wise teacher watches and directs everything into beneficial channels. These libraries consist of back volumes of children's papers, bound or unbound, of current issues of such papers, and of books interesting and suitable for children. The children are allowed to take the books and papers home to read; and in most schools, at any time, pupils who have their lessons prepared may pass to the library, take a book or paper, and read until regular school duties call them away. Whenever a pupil abuses this privilege it is withdrawn for a time. The greatest good comes from these libraries when they are used by children not before interested in good reading, or whose homes are not supplied with such reading matter. We are securing these good results to quite an extent. I look for a fuller development of the plan and a consequent increase of its good effects in the future.

THE Western Drawing Teachers' Association held its second annual meeting in the High School Building at Aurora, Ill., Thursday, Friday, and Saturday, March 28, 29, 30. The following is the outline of the program as ably carried out and discussed by the many prominent speakers and practical workers present. The opening evening was occupied by Rabbi E. G. Hirsch on the subject, "The Study of Form and Its Ethical Import." John S. Clark, of Boston, discussed "Pictorial Representation" under the following points: Where should it begin? How should it be taught? Color in pictorial representation. Light and shade. Characterization more important than aesthetic finish in school work. Is it necessary that the teacher be himself an artist in order to obtain results from pupils? Miss Ellen Gates Starr opened the subject of "Schoolroom Decoration," which was discussed along these lines: Place of the beautiful in education. Value of schoolroom decoration. Should *technique* or subject-matter govern in the choice of pictures and casts? Which has more influence on the child? The new social movements in harmony with the child mind. The psychological discussion was conducted by Mrs. Ella F. Young, and vigorously argued, bringing much light to the following sub-topics: Shall we base the study of drawing on the nature of the child and his experience? Does his experience lead him toward pictorial, constructive, or decorative expression? The synthetic imagination in its relation to children's drawings. Does attention to *technique* tend to foster or to repress individuality? The intellect or the imagination—which comes first in order of development? Illustrative drawing, decorative drawing, instrumental drawing, and manual training in their bearing on these questions. Is there any one natural form of expression? The following eminently practical questions were freely discussed by the active workers in the field: Duties of supervisors. Conduct of grade meetings. Relation of specialist to superintendents and school boards. Relative value of pictorial, constructive, and decorative work, and their proper division as to time. Use of text-books. Elements constituting an educational course in drawing. The closing session of the convention was devoted to the subject of nature study, with Professor Wilbur F. Jackman, of the Cook County Normal School, as leader. Professor Jackman touched the following points: Its place in education. Relation to other studies. Its expression as influenced by drawing. As a factor in development. Methods, materials, and apparatus. The evenings of this most profitable gathering were spent in social and art receptions, while the interims between the regular sessions were filled with most suggestive conversations and informal discussions.

THE School of Applied Ethics, which has drawn many progressive thinkers and educators to Plymouth, Mass., for several summers, has set its dates from July 28 to August 12, 1895. The department of education makes the following announcement: "It is not intended that this movement shall enter into competition with the ordinary summer school in giving instruction in the school subjects or in methods of teaching; neither does it offer a program of disconnected addresses and discussions such as often characterize the teachers' conventions. It will undertake to enter a field hitherto neglected, viz.: the consideration of education as a social and ethical force and its relations to other forces of this sort. Not less than one week will be devoted to some great central theme. Lectures will be given by eminent persons and frequent conferences will be held, when there will be ample opportunity for full and free discussion. Moreover, the school of ethics, economics, politics, re-

ligions, and education, is a highly unified constitution. It deals with social forces which are closely related, and the importance of this relation is recognized. As far as possible the work of the several departments is correlated so that the student pursues the social problem of the day along converging lines. It is this feature that has warmly commended the school to many persons of culture. The educational worker who attends this school of ethics not only has the opportunity for the calm, deliberate, and intensive of broad educational questions, but he views his own department of work in the light of other social work. He mingles with men and women eminent in their several callings and is inspired by their presence and their words. He becomes conscious of the unity that characterizes all true effort for the social and ethical betterment of mankind. In organizing this new department the needs of teachers will not be overlooked. Round table conferences will be formed for the consideration of the principles of education and their application as suggested by lecturers."

IT is surprising how many of the little "hoodlums" of the large cities acquire, even under the evil influences of the street, a liking for the reading of certain kinds of good literary works, if they are only brought within their reach. In Boston, for instance, it has been found that books which the boys of the notorious South end draw from the little circulating library at the Andover house are a blending of fact and fancy. The histories, which the boys call "war books," are second only to the fairy tales in popularity. "In fact," says Mr. Sanborn, the librarian, "the appetite for American history is so ravenous that the two or three dry historical text-books, which have somehow crept into the shelves, have been greedily devoured." It is interesting to see that in popularity among these boys "Tom Brown" and "Uncle Tom's Cabin" rank above the works of Cooper, Scott, and Dickens. "Calls for special books," Mr. Sanborn says, "may often be traced to changes of program at the theaters. Thus a temporary demand was created for 'Oliver Twist,' 'Rip Van Winkle,' 'The Merchant of Venice,' 'The Three Musketeers,' and even for Tennyson's 'Becket.' The reason for such other special calls as Erckmann-Chatrian's 'Citizen Bonaparte,' Hawthorne's 'House of the Seven Gables,' Scott's 'Marmion,' the lives of Havelock, Clive, Grattan, and Sir Francis Drake, George Eliot's 'Daniel Deronda,' and Tom Moore's 'History of Ireland,' can only be surmised." There is genuine pathos in this little incident: "A boy whom I had noticed gazing longingly at the top shelves, on which the works of Dickens, Thackeray, Tennyson, etc., were ranged, sidled up to me with an abashed appeal that he be allowed to take out 'a work.' Plainly he looked on works as something too high and mighty for such as he. His 'work' secured, he displayed a fine scorn for the boys who took out 'pitcher books,' because they were not 'high enough in school' to read 'works.'"—*School Journal*.

The Fredonia, N. Y., Normal Kindergarten.—Fredonia is a village of about three thousand inhabitants, and deserves credit for having maintained one of the most successful pioneer kindergartens west of New York City. The kindergarten has been conducted under the wing of the State Normal school, and from the first has paid its expenses through the tuition fees paid by the parents. A regular kindergarten normal work has been conducted for many years, and is at present in charge of Mrs. L. T. Newcomb, formerly of Hamilton, Ont., who reports a vigorous interest in the work, and a graduating class of eleven students, who take their examinations in June. The general conditions of

the Normal school make it possible to do thorough work, not excluding a handsome building and liberal public interest. The course of training embraces both practice and theory of the kindergarten gifts, occupations, games, and songs, as well as the general principles of education as found in psychology, history of education, and natural sciences. The social intercourse of hundreds of students under the same roof, with a common interest and united zeal, furnishes ample opportunity for the study of relationships. The work of Mrs. Newcomb is heartily indorsed by Superintendent Palmer of the Normal school, who is an aggressive educator. It was due to his efforts that the first kindergarten in any Normal school was organized at Fredonia.

The Illinois Legislature and the Kindergarten.—The Chicago Kindergarten Club has called a special meeting of all friends of the kindergarten movement and education in general, for the consideration of the kindergarten bill now pending before the Illinois state legislature. The meeting is set for March 16, Saturday, 10:30 A. M., at 10 Van Buren Street. Kindergartners whose profession will be materially affected by the failure or success of this bill are urged to be present and bring all *data* bearing upon the subject of legislative work in this line. Among the speakers who have been invited to take part in the discussion are, Mrs. Flower, Mrs. Putnam, Mr. O. F. Bright, and Mr. A. G. Lane. Legislation with especial reference to the kindergarten movement is pending in many states, and every effort should be made to bring the same to a fruitful issue. Will our readers kindly forward to us any information they may have with reference to the prospects of such bills before their respective state legislatures? There is now a bill before the Missouri state legislature, prepared by the Wednesday Club of St. Louis, on organization of philanthropic women who cast their influence with every progressive movement. The city of St. Louis has had public school kindergartens for many years, but these have been composed of children over six years. Prominent workers in Kansas City are stanchly supporting the bill.

THE regular monthly meeting of the Froebel Alumnae Association was held at the Scammon school the first Wednesday in March. After the business meeting Mrs. A. H. Putnam read a paper dealing with Indian myths. She spoke of the myth as being the form in which the "child-man" embodied his conception of the universe, and consequently of its fitness to supply the need of the individual child. She told a number of stories, many of them telling of the origin of the seasons and of various plants and animals. All of these tales have been gathered from the lips of the story-tellers of the different tribes of North American Indians, and many of them are suitable for children of kindergarten age. During the informal discussion which followed several kindergartners told of the success and profit with which they had used the Hiawatha legends in the kindergartens. With one or two exceptions, these stories can be told to kindergarten children, and the Indian life depicted in them is very attractive. The tales, following Hiawatha as they do, first as he becomes acquainted with the birds and beasts and flowers of field and forest, and later with the forces of nature, form a center around which the spring work in the kindergarten gathers naturally.—*Emily M. Pryor, Secretary.*

VICTOR YARRAS gives a graphic account of the "New Reign in Russia" in the March *Chautauquan*, and adds the following paragraph on the subject of educational progress in that vast country: "In the matter

of education, the field of reform is infinite. In the villages, the farcical schools now controlled by the ignorant and overworked priesthood have to be replaced by schools properly so-called, and the number of them has to be increased enormously. A reform government cannot fear the spread of elementary education. The illiteracy of rural Russia is a disgrace to the government. Owing to the dread of revolutionary propaganda, the number of high schools and gymnasias has been kept down, and education made too expensive to be within the reach of the poor. Finally, the universities have been deprived of their autonomy, and the students subjected to military discipline and surrounded by vexatious and petty regulations. This policy would have to be reversed. Russia needs more educated citizens, not less, and the interests of a progressive ruler would not conflict with this national need."

DR. LEVI SEELEY, formerly principal of Ferry Hall, Lake Forest, Ill., writes from Berlin as follows: "Kindergartens, as many Americans would have them, that is, as a part of the public school system, are not making much headway in Germany. They are encouraged as excellent places for the care of children whose parents are poor and must go out during the day to service, but not as a part of the educational system. Undoubtedly the American kindergartens are far superior to those of Germany. Let us as American teachers be ready to adopt whatever is good in German education and improve upon it, as we have done with kindergartens. Corporal punishment is practically abolished in the Berlin schools, and the sentiment is strongly opposed to it. If resorted to, each case must be so carefully recorded and reported to the school authorities, that an excellent safeguard is provided to prevent its abuse. There certainly has been a marked change for the better in this respect during the last ten years."

THE *Teachers' Outlook*, of Lebanon, O., takes the following aggressive stand on the kindergarten question: "Why are so many teachers ready to speak slightingly of the kindergarten? It must be because they are ignorant of its workings. Their first impressions have been erroneous, and they have not subjected themselves to any new light on the subject. The kindergarten is the happiest conception of modern educational thought. It is enthusiastically supported by all national educators, and is proving its worth more and more every year. Talk it up. Don't be afraid of it. Many teachers, particularly primary teachers, seem to think they are in danger of being displaced by kindergartners, and for that reason throw their influence against the movement. Don't do it. Hasten the time, fast coming, when every public school will have, as it should have, a kindergarten department. It is just as essential as any other department. The movement is growing. Join the procession."

THE annual meeting of the Diocesan Free Kindergarten Mission was held in New Orleans in February. Rev. Davis Sessums, Bishop of Louisiana, conducted the meeting. The reports were very encouraging, showing an average daily attendance at the mission kindergarten of fifty-seven, with boys' club and girls' sewing class in conjunction. The annual election of officers resulted as follows: Chairman and treasurer of the Diocesan Kindergarten Mission, Mrs. J. L. Harris; secretary, Mrs. Jos. H. Oglesby. The board is composed of the following representatives from the several congregations: Christ Church Cathedral, Mrs. J. L. Harris; Trinity Church, Mrs. Newton Buckner; St. Paul's Church, Mrs. Jos. H. Oglesby, Mrs. R. E. Rivers, and Mrs. S. Simpson;

Annunciation Church, Mrs. H. D. Forsyth and Mrs. C. K. Bruff. Mrs. Peter Anderson was reelected chairman of the boys' club, and Mrs. Nelvil Puech chairman of the girls' club. The meeting then adjourned.

By a custom all its own, the Louisville Kindergarten Training School holds its commencement in the spring. This spring Miss Patty S. Hill, the superintendent, presented fifteen young women with diplomas. The whole exercises were marked by the earnestness of purpose and simplicity of motive of all the participants. As one of the ladies of the board enthusiastically remarked, "each commencement is more interesting and delightful than the last." Soon after the close of the training school the ladies interested in the kindergarten, assisted by a number of the society young people, gave a "Gallimaufry" for the benefit of the kindergartens. It proved a great success, and placed about two thousand dollars in the treasury of the kindergarten association. Late in February, Mr. Milton Bradley explained his color theory to the teachers of Louisville. Public and private school teachers and kindergartners were all deeply interested.

MISS MARY McCULLOCH, of St. Louis, addressed the graduating class and friends of the kindergarten association in New Albany, Ind., February 9. Her genuine enthusiasm and practical statements aroused a deeper conviction that every child has a right to be educated according to Froebel's principles, and that each of us has a responsibility in directing this sacred charge. To illustrate the spiritual power of the fairy story, she told the one which reveals it so clearly—"Beta and the Giant." Sunday evening Miss McCulloch spoke in the Presbyterian church on "The Moral Training of Children," proving the value of the kindergarten in its development. Monday morning the children in the Breyfogle kindergarten were charmed as they listened to the story of "Fuzzy and Bright Eyes," and sang with renewed spirit. In the afternoon Miss McCulloch and the New Albany kindergartners were most delightfully entertained by the Froebel Club of Louisville in the Kindergarten Home.

THE following cheery message comes from among the Vermont hills: "I believe words of commendation and gratitude are never intrusive, so I write you today of the deep satisfaction and pleasure I take in the KINDERGARTEN MAGAZINE this year. When the September number came it sounded as if it must be too good to last, and I passed it on to a friend to read as an exceptional number, but on the arrival of the next and each succeeding one I found they too were too good to enjoy alone. Hitherto, it seems to me, Miss Kindergartner's admirers have had too much to say of her pretty dresses and not enough of her beautiful character and loving heart; I mean if we become thoroughly imbued with kindergarten principles and the genuine kindergarten Spirit (I believe I want a big S for that) the outside things of everyday practice will drape themselves about us quite naturally and almost unconsciously."—C. M. W.

The School of Mythology.—Among the speakers who will take part in the Easter literary school, under the auspices of the Chicago Kindergarten College, the following are announced: Richard G. Moulton, on "Fiction or the Story"; Hamilton D. Mabie on "The Method of the Myth Makers" and "Nature and Culture"; Mrs. C. K. Sherman on "Myth of Prometheus"; Professor F. Starr on "The Nature of Myths"; Denton J. Snider on "The Iliad and Odyssey as One Poem." Other

speakers will discuss such topics as are appropriate to the general subject of "Myths," which will be announced later. A full report of the school will appear in the May number of the KINDERGARTEN MAGAZINE. Kindergartners from many other cities are planning to visit Chicago during the time of the school, and anticipate great benefit. We will be glad to furnish our readers further information on application.

THE "mothers' meetings" which are noted in the annual reports of the free kindergarten associations are growing in favor and usefulness. We quote from the Morristown, N. J., report, as follows: "The kindergartner is a frequent visitor in the homes of the children, and the pleasant relationship thus begun is continued in the Mothers' Meetings held at intervals in the kindergarten rooms. These meetings have been found very valuable in bringing the mothers into sympathy with kindergarten methods and ideas, as explained by the kindergartner. In so far as the children learn to have eyes and ears wide open to the world around them, to learn through His works, love to God, and through sympathy, love to others, the kindergarten fulfills its real mission, and the gifts and occupations are as they were intended to be, only a means to an end."

MRS. KATE DOUGLAS WIGGIN was married at high noon, March 30, 1895, in All Souls' Unitarian Church, New York City, to Mr. George C. Riggs. The services were performed by the Rev. Roderick Stebbins, of Milton, Mass., an old personal friend of Mrs. Wiggin. Mr. Riggs is a substantial business man of New York, which will be the future home of Mrs. Kate Douglas Wiggin Riggs. Mr. and Mrs. Riggs sail for Europe on the Britannic, April 17, and the wedding journey will include England, Ireland, and Scotland, and conclude with a month's stay in Venice with Mr. and Mrs. Lawrence Hutton. Mrs. WigginRiggs will continue her literary work, and her next book will be a volume of New England stories, some of which have already been published in the *Atlantic Monthly*.

PRESIDENT JOHN W. COOK, of the Northern Illinois Normal University, defined "A Teacher" in an address before the Cook County Teachers' Association, March 9, somewhat thus: "Education is an impression upon the being, however made, and the most forceful teacher is experience. The mind is a *tabula rasa* on which the world writes itself, and the mission of the teacher is expressed in education. The mind should be left free to develop through its own activity. The self creates a world in which it lives for itself, and there is no education except what the child wins for himself, with the careful guidance of the teacher, whatever form the teacher may take. The end of education is the transforming of the child into the citizen, and our modern institutional life, made up of all phases, is but a varied manifestation of self."

MISS EMMA C. THOMAS has the kindergarten at Westfield, N. Y. She began a year and a half ago with a private kindergarten, and by her work with the children interested the people to such an extent that at the close of the first year a committee of the citizens applied to the school board for the admission of the kindergarten into the public school. The school building was already crowded, but they rented a room and established their kindergarten in very pleasant quarters. Miss Thomas is obliged to hold two sessions a day on account of the number of children entered, and since the beginning of the school year she has received nearly two hundred visitors, showing the interest sustained.

THE following is a preliminary program of the Eighth Literary School, season of 1895, to be given in Chicago in the lecture hall of the Chicago Kindergarten College, 10 Van Buren street, during Easter week, beginning Monday evening, April 15, and ending Saturday morning, April 20. The morning lectures will begin at half-past ten o'clock, the evening lectures at eight o'clock. Each lecture will be followed by discussions in which all present are invited to participate. The school will be conducted by Mr. Denton J. Snider. The following lecturers have been invited: Mr. Hamilton W. Mabie, Dr. H. W. Thomas, Dr. Richard G. Moulton, Dr. N. D. Hillis, Mrs. Caroline K. Sherman, Miss Elizabeth Harrison, and Professor Frederick Starr.

A LONDON teacher whose progressive spirit is evidenced by her sarcasm writes as follows: "We say we *teach* kindergarten, but we really only indulge ourselves in the real kindergarten method by way of luxury. Our real aim with our babies is to get them to do their little sums right on their slates; to teach them a beautiful handwriting, and to make them master one (sometimes two) readers! All this is to satisfy the educational code. However, there are distinct signs of advancement. During the current year the infant schools all over the country have been released from the yearly inspection by Her Majesty's inspector. This is a great step. We hope it will be followed by a relaxation of requirements along the line of the three R's."

THE California Froebel Society held its regular monthly meeting in the rooms of the Silver Street Kindergarten, Friday afternoon March 1, the vice-president in the chair. After the business of the meetings was transacted, Mrs. Dohrmann read an interesting letter from Miss Creelman, of Seattle, who is accomplishing much good in the free kindergarten work there. The subject for the month was, "Nature Study." Practical lessons, suggestions and stories were presented by members of the program committee. Following that, Miss Day, of Oakland, addressed the meeting upon the study of Delsarte.—*H. Gerean Nordlund, Reporter.*

"NO LIVE kindergartner is without the literature of her profession. I have every number of the KINDERGARTEN MAGAZINE from the beginning in my library, and scarcely a week passes that I do not refer to some articles contained in them. I not only read them myself, but loan them to others to awaken an interest and create a sentiment toward the kindergarten cause which has grown dearer to me every day for eighteen years. Your magazine is awakening a wide interest in the movement and I wish it the widest circulation."—*Cornelia F. Boyden, Washington, D. C.*

LA CROSSE, Wis., has just enjoyed the unique experience of having an edition of one of its prominent dailies brought out by the ladies of the city, the proceeds devoted to the kindergarten work of the city. The ladies of Racine, Wis., West Superior, Mich., and Aurora, Ill., have been granted the same favor for similar benefits. Community sentiment is certainly inclining with favor toward the wee ones when such efforts are made in behalf of the free kindergarten.

WE are in receipt of the *El Hogar y la Escuela*, a Spanish educational journal, published at Buenos Ayres, which contains a translation by Mrs. Sara Eccleston of the article entitled, "The Kindergarten a

"Preparation for Life," by Frau Schrader, which originally appeared in Vol. V of the KINDERGARTEN MAGAZINE. Mrs. Eccleston is transferring much of the vital kindergarten thought from the English into the Spanish language, for the immediate benefit of her own Normal students.

THE article entitled "The Earth in Relief, or the New Geography," is written by Mr. Thomas Jones, of Chicago, who has made a profound study of the structural globe. He has superintended the production of a relief model, in copper, which is in itself a marvel of geographical interest. Any of our readers wishing further information concerning the basis of Mr. Jones' "Model" may address him direct at 215 Wabash Avenue, Chicago.

A GERMAN correspondent writes: "We are glad to hear that child study is moving along so well in America. Here in Germany one hears nothing about it, although Preyer, a German, was its real father. He certainly placed it on a scientific basis. A prominent German educator said recently that the two best books on pedagogy, Froebel's and Preyer's, have reaped their fruits in America and not in Germany."

AT a recent meeting of prominent women in Tacoma, Wash., ways and means were discussed, and action was taken to start a free kindergarten. Miss Bosse read a paper on "The Kindergarten as a Philanthropy," which was full of good things. It is hoped the people of Tacoma will succeed in this work as they have in other educational movements.

MISS LILLIAN ARCHIBALD, formerly of Chicago, has charge of the Kindergarten Department of Greer College, Hoopes-ton, Ill. The training department announces a "complete and practical course, comprising the history, theory, and application of the practice of Froebel, Pestalozzi and modern kindergartners, both American and foreign."

AN association for child study was founded in London by three of the English women who attended the World's Fair Educational Congress as delegates. This society is flourishing, and two other branches as well. The second society was organized in Edinburgh. One hundred regular members are now enrolled in these three clubs.

MISS ADELAIDE KLÜBER has recently opened a small private kindergarten in Riverside, Cal. The people of the neighborhood have taken a great interest in it, and one gentleman, for the sake of promoting the cause, gives all the children living on his car line and in his neighborhood free rides to and from the kindergarten.

THE regular report of the German Comenius Society has reached our desk, containing much interesting matter. The frequency with which such names as Comenius and Pestalozzi appear in educational journals is a hopeful sign.

THE annual calendar of the Chicago Kindergarten Club may be had on application to the Kindergarten Literature Company. The various kindergarten clubs should keep each other's printed reports on regular file for reference.

ONLY he is happy whose gaze is fixed upon another goal than that of self-happiness. The purpose of life is not the pursuit of happiness, but the striving for a goal far beyond happiness.—*Stuart Mill.*

MISS HATTIE PHILLIPS, supervisor of the West Des Moines kindergartens, conducts a regular training department, with a membership at present of fourteen normal students.

A SMALL stock of second-hand kindergarten supplies are offered for sale, in part or in the entire lot. Address Kindergarten Literature Company.

A READING circle has just been organized in Edinburgh, Scotland, for the serious study of Froebel's "Education of Man."

OUGHT there to be a chair of scientific motherhood in each woman's college?

BOOKS AND PERIODICALS.

"Systematic Science Teaching," by Edward Gardner Howe, of Champaign, Ill., price \$1.50. D. Appleton & Co. Kindergartners need no introduction to Professor Edward G. Howe, for he has been one of their most profitable naturalist friends for many years. Mr. Howe matured as a country lad, and has gradually ripened into one of the foremost scientific specialists of the day. Being a man of deep sentiment, as well as of scientific accuracy, he has led many teachers into an affectionate interest for all that pertains to nature study or nature investigation. Many of the lessons which comprise the new volume of 300 pages were originally prepared for the kindergarten normal classes of Chicago, and the characteristic freshness with which they were presented won friends for both the study and Mr. Howe. These friends have long urged that the lessons be put into print, and Mr. Howe has at last found the leisure to carefully revise and prepare them for the International Series, at the invitation of Dr. Wm. T. Harris. Mr. Howe's careful work from the beginning has been a protest against miscellaneous science study, or indiscriminate or unproven information as presented to children. He urges "systematic science teaching" for the reasons of moral influence, the attaining of crystallized results, the expediency of time-saving, and the making possible of graded work in the schools. Mr. Howe has by no means confined his work to the needs or view points of the teacher of science. He takes into sincere consideration the lives and opportunities of country children, who do not understand the wealth of beauty about them; he also makes allowance for the artificial experiences of the city children. In his author's preface Mr. Howe makes an earnest appeal to superintendents, school boards and others in school authority, that they may deal generously with their teachers; that apparatus, specimens, and incidental supplies be not cut off from the progressive teacher who is trying to bring nature home to the child, and the child home to nature. A valuable chart is appended, showing the work of each year, the relation of the different steps to each other, and brief suggestions as to how science is related to other work. This chart would be an excellent bit of study for teachers and pedagogues struggling with the current discussions of the "correlation of studies." The ethical or philosophical thread which runs through the entire work, ever and again reappearing and visible in the midst of study table and class-directions, reveals the fact that Professor Howe is a poet-naturalist of deep insight. It is this quality which rescues the volume from the criticism of being too detailed, and from the danger of being used by the unilluminated teacher as a manual of ready-made lessons. The readers of the *KINDERGARTEN MAGAZINE*, who are fortunate enough to possess the fourth and fifth volumes, will have in hand the nature studies originally prepared by Mr. Howe for the uses of the kindergartner, and which in a sense were the preliminary steps by which the author of "Systematic Science Teaching" organized that invaluable and suggestive volume. Before entering upon a spring plan of nature study, this book should be carefully investigated by every teacher who aims to interpret, truly and relatedly, natural laws and natural life to young people.

"In Woods and Fields" is a neat little volume of pastoral verse by Augusta Larned. Issued by G. P. Putnam's Sons. Price, \$1.00. A few selections garnered here and there throughout the book give some indication of the music and philosophy which the author has found out-of-doors in close communion with nature:

And should we but love undoubting,
Perchance, ah! who can tell,
We might hear the corn blade sprouting
And the tiny leaf-bud swell.

A sense of dew, a breath of tender rain.

Some breath of newness fills the day.

And the clover shaking,
All its odors waking,
Sends its fond beguiling,
Like some tender, smiling,
Rosy maid, who brings the south
In the kisses of her mouth.

The dusky stems of lofty pines
Are spaced with visions of the hills.

As if old earth, sunned through and through,
Had ripened to a richer hue.

God's perfect peace has swept from sight
The narrow bounds of time and space,
And looking up with still delight,
We catch the glory of his face.

Oft on the viewless pinions of the wind
Thy whispers seek the ear of human kind.
Over the desert and the lonely sea
Untutored minds look up. O God, to Thee.

For nature's wrecks and man's make pasture fair
For gentle herds that roam the verdant plain,
And not one sign of joy or beauty rare,
But blossoms out of death and ancient pain.

So through the texture of our bald today
Twine all the threads that made the mighty past,
And though like cloudland we shall pass away,
The new earth is the old earth till the last.

Between the gloaming and the night
There lingers yet a single bar
In the great symphony of light;
And now steals in one little star.

Such miracles as dim the eye
With deep emotion's nameless power
Spring from a bird's flight through the sky,
Or the still smiling of a flower.

"Finnish Legends for English Children," by R. Eivind (Macmillan & Co., New York; T. Fisher Unwin, London), in the dainty rose-vine binding of the Children's Library, is an exceedingly attractive little book. It contains most of the stories comprising the *Kalavala*, closely following Crawford's metrical translations, and for sustained interest to the

children, strung upon a little framework of Finnish home life. A group of children at the hearth and Father Mikko reciting the tales of Wainamoinen and the other mythical Finnish heroes. Aside from the extravagant imagination and poetic creations with which the *Kalavala* is replete, and which are so fascinating alike to the childhood of man and the childhood of the race, these stories are part of classic literature, and open to the children an acquaintance with that sturdy, liberty-loving little nation of the northland, concerning whom far too little is learned by the young student of history. Nothing can be more beautiful or attractive to the child-mind than that recounting of the birth of the *Kantele*, that wonderful first harp, which sang only at the magic touch of Wainamoinen. On the other hand, as the collection does not purpose to be a complete edition of the Finnish epic, the story of *Kullervo* might, with profit, have been expurgated, for its condemnation from the child's point of view is quite properly expressed by the author as he puts into the mouth of little Minni, after listening to it: "I wish you'd tell us about nice men like Ilmarinen and Wainamoinen, Pappa Mikko; Kullervo was real hateful." These stories of the northland from the very birth of the world to the coming of the Christ Child will doubtless be found as entertaining to English and American children as they are represented to be to the little group of Father Mikko's listeners. The price of the book is 75 cents.

Two books issued by Macmillan & Co., L. N. Badenoch's "Romance of the Insect World" and "The Population of an Old Pear Tree," from the French of E. Van Bruyssel. Each deals with the observations of insect life in a very interesting manner; not merely carefully prepared scientific *data*, but mixed with just enough of fancy to make entertaining reading for the student without destroying the scientific value of the statements concerning insect life and habits. Both of these books would furnish great assistance to the teacher of young children endeavoring to simplify and make interesting the scientific classifications of insects. "The Population of an Old Pear Tree" is especially fanciful in its treatment and illustrations, and rather too frequently lapses into moralizing, but in the hands of a wise teacher could be made very profitable use of. "Romance of the Insect World" is \$1.50, and "The Population of an Old Pear Tree" is 50 cents.

THESE are "the days of childdocracy in literature," so Pamelia McArthur Cole informs us in *The Writer*. Not a bad era to happen in on! An era that develops and enjoys the exquisitely delicious character of "Effie" in Howell's "Indian Summer," an era that refuses to give up its "Little Nell" and "Paul Dombey" though the wise ones deny their author's art, an era that still weeps and laughs with "Little Women," and remembers how it laughed immoderately over "Helen's Babies," an era that rejoices in Eugene Field and James Whitcomb Riley at their best, is one worth cycles of coldly classical eras in literature in which jealousy and ambition, as the chief motives to action, make war on society, and give scarcely any place for child life.—*Selected*.

A SECOND edition of Dr. Wm. T. Harris' manual, "How to Teach Natural Science in the Public Schools," has been issued by C. W. Bardeen, Syracuse, N. Y., price fifty cents.

PUBLISHERS' NOTES.

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All manuscript intended for publication in the KINDERGARTEN MAGAZINE should reach the editor's desk before the sixth of the previous month. Manuscript for the *Child-Garden* should be sent in no later than the first of the previous month.

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Our readers are invited to forward manuscripts of stories, songs, or articles on any phase of the kindergarten work. The same will be carefully considered. The author’s name and address should be plainly written on each manuscript, and stamp inclosed for the return of same if unavailable.

Primary teachers, send five two-cent stamps for a copy of the KINDERGARTEN MAGAZINE, containing the article on “The First School Year,” by a practical, experienced primary teacher.

The Kindergarten Magazine is now in its seventh volume. Each current number constitutes a symposium program, which is devoted to the discussion of a special topic. These, the important departments of all educational work, are presented from many and varied standpoints. There is help for the primary teacher, the parent, the kindergartner, the Sunday-school worker, the student of pedagogy and child nature.

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Vexed Questions.—Teachers, parents, and kindergartners are invited to forward their questions concerning any practical or technical points to the editor of the KINDERGARTEN MAGAZINE, answers to be made in the columns of each number of the magazine.

Child-Garden can be safely recommended to parents who want kindergarten home helps. It places before them the seasonable and current work being carried on in the actual kindergartens. \$1.00 a year brings the choicest, freshest, of child-story, song, and play into the home. Single number 10 cents. If you wish to work up a warm interest in your neighborhood in kindergarten send for our clubbing rates on *Child-Garden*.



QUEEN LOUISE OF PRUSSIA AND HER SONS.

(From painting by C. Steffeck.)

KINDERGARTEN MAGAZINE

Vol. VII.—MAY, 1895.—No. 9.

LANGUAGE TRAINING IN THE KINDERGARTEN.*

JOSEPH V. DENNEY.

THE true thought on the whole subject of early education is embodied in the words child nurture. We have ceased to regard the mind as an instrument to be sharpened; rather have we come to regard it as a delicate, living organism, which must be carefully and tenderly nourished on good food, in order that it may attain a growth and strength of which mere sharpness of wits is only one—and that not the most important or even the most desirable—evidence. Child nurture implies the furnishing of a suitable environment, the providing of proper nourishment, and constant care and watchfulness looking to the production of the wished-for results, together with occasional pruning and correction. Nurture of the child in language, or language-training, enters into each one of these aims of kindergarten work.

It has much to do with the furnishing of a suitable environment. When we say that the child grows by self-expression we miss part of the truth. Expression must be preceded by impression. Impressions are produced by direct contact with the objects of the material world, but they are also produced by immaterial influence and by suggestion. Upon this indirect influence and suggestion we must depend mainly for language training in the kindergarten. The child learns language by hearing it used; he learns correct language by hearing correct forms used by those in whom he has confidence; by repeating it in his songs and plays. Hence the need, so often emphasized, that the teacher, the source of influence and suggestion, should be master of choice language, of all the niceties of expression,

*This article is a condensation of a lecture delivered by Professor Denney, of the Ohio State University, before the training class of the Columbus Kindergarten Association, March 1, 1895.

in order that the children may hear none but the best. Of equal importance, though not so often emphasized, is the need of voice culture. If the harsh, nasal tones so characteristic of the American people are ever to be bred out of the race, the teachers of little children must stop using these tones. As a beginning toward creating a suitable environment for language training the kindergartner could hardly do better than devote some attention to eradicating these tones from her own voice. A few simple exercises persistently practiced will do much. One in particular is recommended: practice reading aloud very slowly the best lyric poems, those of Tennyson, for instance, prolonging all the long vowels; for this will not only help pure voice tones, but will give a feeling for rhythm, which is at the very basis of a true language culture. How much good would react upon the children if they heard these pure tones continually; how much music and swing their own expression would take on can hardly be estimated. There is a rhythm of prose, of ordinary conversational prose, which will very soon appear in one's language if private practice in reading aloud good lyric poetry be persisted in.

It is the rhythm of language which awakens the sense of spiritual value in language and constitutes its higher quality. Wherever feeling is present in speech, there shall you find the beats of rhythm appearing with greater regularity and in greater numbers. Take out all feeling, and the music of language disappears. Contrast the expressions, " $x + y = z$," and "How beautiful the flower!" There is as much thought in one as in the other. It is the presence of feeling in the latter which gives it additional value, resulting in more music and stress when pronounced. The baldest kind of prose has some rhythm; in the sentence, "It is day," there is one (and only one) point at which thought, feeling, and stress coincide, and it is this point that gives the sentence the little value it possesses. The points of significance increase as more feeling is introduced into thought, and assume a satisfying regularity. In the sentence, "The poor little bird is hungry and cold," there are five beats, or throbs, of feeling. These illustrations are perhaps sufficient to show that there is a field for choice in expressing even the most commonplace ideas. Self-training in the rhythmical habit of speech will render conscious choice unnecessary. To import feeling and rhythm into the commonplace constitutes a large part of the teacher's work on the indirect side of language training. So important did Froebel regard

this rhythmical habit in its effect upon the training of children, that he would have the teacher practice pronouncing rhythmically the common greetings "Good morning" and "Good evening," and in one part of his work he sets these to music, presumably for that purpose. "Language representation," he says, "should assume a rhythmic form." The natural tendency to rhythmic expression, in children, which has often been pointed out, may very easily be checked and discouraged unless in all her language to the children the kindergartner surrenders herself to the demands of rhythm. This is but another way of saying that the more thought (even so-called commonplace thought) is tinged with feeling, the more rhythm will the language expressing it take on, and the better will it help to represent the spiritual life of the child.

There is also opportunity, from this point of view, for the exercise of a careful and discriminating choice of songs to be used in the kindergarten. Those in which the open vowels or the long sounds predominate, and in which the combinations of consonants are easily articulated, are exceptionally good for cultivating sustained purity of tone and the feeling for rhythm. Our songs need to be scrutinized in regard to these points. There is a place in language training for harsh combinations and for difficult articulations, but that place is not in the songs which the children sing. If these are to do their proper aesthetic work on the language side they must be kept free from everything that interferes with purity of tone, smoothness of speech, and easy rhythm.

But language, as related to the furnishing of a suitable environment, includes ever so much more than has been indicated. When we consider to what extent language enters into the life of the kindergarten and into its varied exercises, we begin to appreciate its vast importance as the unifier of child life. Until he makes the effort to speak, the child has not (to use Froebel's words) "organized and differentiated his inner being," that is, the very fact that he makes the effort shows that he is attempting to represent his inner being outwardly. Language here is more than a medium of expression; it is both the outer representation and the unifying element by which outer and inner are identified. The need is apparent, then, of furnishing accurate names of universal application as fast as the child requires them for the expression of his ideas; of compelling accurate enunciation from the first and of eradicating imper-

fections of speech relentlessly. Correction, well-managed, need not destroy confidence or repress further effort at expression; and, so far as words when first used are natural images of objects or of sounds, they may well be permitted, even though, occasionally, they are not to be found in the dictionary.

In its work of providing proper nourishment for the child mind, language training employs the object lesson, the song, and the story. The connection of language with the object lesson is obvious. "At all stages of learning the mother tongue," says Bain, "the purely verbal exercises are more or less accompanied with the occupation of the mind upon things. If we suppose the child to become acquainted, in the first instance, with a variety of objects, the imparting of the names is a welcome operation and the mental fusion of each name and thing is rapidly brought about. If the objects are in any way interesting, if they arouse or excite attention, their names are eagerly embraced. On the other hand, if objects are but languidly cared for, or if they are inconspicuous or confused with other things, we are indifferent both to the things themselves and to their designations." So, then, the awakening of an intelligent interest in objects,—interest directed to some human end,—and the furnishing of words as names form no inconsiderable part of the provision that must be made for the child. Indeed Pestalozzi was inclined to regard the object lesson solely as a language lesson. Froebel, on the other hand, differentiates object lessons into those in which knowledge of the object is the end sought and those in which the use of language is the end sought. For practical purposes in teaching, Froebel's distinction is not important, since even in the knowledge lesson no one would deny the necessity of careful attention to language, and since the value of the knowledge lesson is measured by the language expression which it elicits. In fact, every lesson that employs language is inevitably a language lesson. In using the gifts, for instance, the language element is quite as prominent as it would be if the objects existed solely for the purpose of educating expression in language; and a vast difference may be noticed between kindergartners on this very point, some being able to draw out a much more accurate and varied description of what is done by the children than others. The essential lesson which the gift declares is made to contribute much or little to training in expression according to the ingenuity and interest of the kindergartner. Language is here both the ex-

pression of the thought and the cause of further thought, verbal symbols growing in clearness of outline and in fullness of meaning as the child expresses himself.

It is because language in song must conform itself to strict requirements of rhythm and meter, and must coalesce in feeling with the feeling embodied in the melody, that the song possesses great value as a language culture. In the song language is purified and etherealized, and acquires a worth beyond that which it has ordinarily from the necessity imposed upon it of being musical and satisfying. The ideal song for the kindergarten would be one in which words and music were composed on the spot as an impromptu expression of immediate feeling. As this is impracticable, the adaptation of the songs we have to the needs of the moment is necessary. This should imply the preparation of the feelings for the song which is to express them; the song ought to be foreseen and prepared for. Froebel made sure that the children understood every word and sentiment of a new song before inviting the children to sing it. Moreover, as songs are easily memorized, they afford permanent types and models of rhythmic expression and a language training of high value.

It is in the story, however, that the greatest opportunity is afforded for impressing model forms of language. The good story-teller is an artist giving outward form to what is vague inner impression, putting life into dead objects, satisfying the child's sense for ideal justice, unity, and proportion. A very difficult art, and, as a language training, of inestimable value. In the mouth of the teacher the story becomes a model of expression. If simple in plot and form the events pictured become living realities to the child. This is the place for the choicest of words and expressions, these always to be kept within easy comprehension. This is the place for the iteration of correct forms and types of sentences, which will become the child's own by hearing them. Here is the opportunity for introducing variety of sentence structure, for teaching by example the use of the exclamatory sentence form and the rhetorical question form as expressions of feeling; for adjusting one sentence to another by occasional inversion; for exhibiting the use of correct words of connection (and for refraining from over-working the little word *and*), the source of so much trouble to adults. If children never heard involved and clumsy constructions, these would not be likely to torment them in after years. The sense for orderly sequence and for unity

can be developed very early in the child's life, if only those to whom he listens exemplify these excellencies in all they say. The story is to take the child into an ideal world; very good; but let not the story-teller forget that in the ideal world everything is unified, orderly, and in sequence, and that it will likely never be reached unless its laws are obeyed on the way thither. The ideal world is a world of truth; then the story which conducts us to it must bear the stamp of likeness to truth; must possess the great virtue of verisimilitude. The ideal world is a world of beauty; then the garb of the story must at least be becoming. The ideal world is a world of goodness; then word and thought must be adequate and accurate, for what is lack of goodness but inadequacy and inaccuracy? If we expect our stories to verify themselves in child life, and to be of value to the child, they must be susceptible of this even with his scanty experience—they must be worthy of imitation in every way and not least in their language forms.

While introducing the gifts by these stories, or aiming to cultivate a love for all that is good and beautiful, be it remembered that types of language forms are also being constantly implanted, some of which will surely be absorbed and become part of the language resources of the children. A really good story-teller could be trusted to do vastly more for children's language than any amount of the so-called direct methods of imparting a language culture. In higher grades of school life the story listened to and retold in varied form, or originated by the pupil, would do far more than the analytical treatment of language ever could, in the way of language power, for the simple reason that the use of the mother tongue is not to be learned by dissecting it, but by imitating models and types of expression and by using these in their variety and unity.

Even the paragraph idea, in its spoken form, can be conveyed by the story. The little chats over the forms of the gifts fall very readily under separate topics which may be foreseen. The skillful teacher directs the conversation or the story to each point in its turn, and refuses to take up a fresh point until all that she is working for has been elicited on the point in hand; as a result we have a practical lesson, by illustration, in unity and oral paragraphing. The child, of course, knows nothing of this, but he will acquire the habit of casting his thoughts in orderly molds, and of "speaking to the question before the house" by hearing all subjects treated by a plan foreseen and provided by the teacher.

When the time comes for the children to tell a story the result of the teacher's prevision and constant planning will begin to appear. Feeble attempts need not be corrected; a question interpolated here and there, and ostensibly arising from interest in the story as it proceeds, will often suffice for direction and encouragement.

However brief and simple the story may be, it will, if a good one, exhibit the unity, variety, and spontaneity which characterize all works of fine art. Children are exacting critics. The questions they ask after a story is told, the gaps which they long to have filled, the incidents which they demand to have repeated or made more prominent by iteration, are often so many criticisms upon the story as told. Children appreciate as well as the most self-sufficient professional art critic that a story should have a beginning, leading up to a culminating center of interest, and an end which will satisfy the requirements of likelihood and truth. They know, too, when they have been given a piece of a story instead of the whole. Tell them in a piecemeal and inadequate way a story which they have previously heard in complete and unified form, and you will not be allowed to escape until the story is corrected, filled out, and retold in satisfying detail. Even with a story which they have never heard before one is often astonished by the aptitude with which they discover hidden relations and insist on their ideal fulfillment, their complete unification. Through the story the artistic sense may be cultivated and strengthened, and there is a real danger of injuring and blunting it by failing to satisfy it often. In readapting stories from mythology, folk lore, fairy lore, and in transferring them to new and modern uses, there is no little danger of losing the feeling for proportion and unity. The power of seeing things in their true relations to one another, and of unifying all parts and details of a story, at its close, in a complete whole is, so far as language is concerned, the great result to be attained by story-telling, for it is precisely this power which gives efficiency in the management and use of language. Oneness of vision amid many incidents, seeing entireties amid a mass of details, discovering relationships among a variety of parts, and expressing what is seen and discovered —this is the end and aim of the story, on the language side. By deft management of the story material the kindergartner will prepare the child for expressing what he has to say according to the laws of artistic form which, as Froebel pointed out, are also the laws of his own being and according to which he can alone realize himself truly.

The conception of language as a fine art, amenable to the laws that govern artistic production, enables one to judge generously of its use and to know when and what to correct and prune away in the language of children. No two people speak in precisely the same way; no two would record their observation of an object in nature, or of a series of events, in precisely the same words. Differences in personality and individuality stamp the words and speech methods of each person as being peculiarly his own. Each person has his own style. Style is the personal, individual element in language and literature. There is no such thing as a fixed or ideal style of universal application toward which all should strive as a thing apart from themselves and beyond themselves. There is indeed a grammatical basis consisting of a few elementary and fundamental speech forms which, for mutual convenience of intelligibility, we call correct. This basis furnishes the bare, bony structure of language. Everything beyond this is subject to the higher laws of art, laws which admit of the greatest variety of outward form for expressing the infinite variety of personality forever seeking expression. Direct interfering correction of language in schools should confine itself to the grammatical basis; it should aim at nothing further than freeing the child's speech from those constructions which usage has pronounced incorrect, and these are not numerous. To "improve upon" an expression used by a child, if the speech form is correct, may be a positive injury; the probability is that the expression is best for the child since it is his own. Allow the child to furnish his own self-expression in his own way, if his expression will stand the ordinary grammatical tests. Let the paramount aim be to remove obstacles to self-expression by direct correction of bad English to be sure, but mainly by the indirect methods of suggestion, questioning, and the influence of artistic English continually heard.

The child must be regarded as working himself out in language as he works himself out in drawing or in molding. "The conscious utterance of thought by speech or action to any end is art," says Emerson; and all kindergarten work would easily classify under one or another of the fine arts, and would admit of the infinite variety of form which the fine arts take on. It is not expected that all should build their houses, or weave their mats, or lay their sticks in the same way. Variety is here commended, evidences of originality are encouraged as they appear. Stimulus rather than

interfering criticism is most needed. So with language training. The impediments removed which in each individual case bar freedom of expression, the greatest variety of expression should be hailed with pleasure. Something beyond the ordinary will often be elicited in the conversations; these are the things to make the most of. A statement more novel and more suggestive than the average will afford the basis for a general expression of opinion from new points of view. This is the best kind of language work, full and free expression under the directing influence and leading suggestion of the artist teacher.

GOD'S CHILDREN.

LYDIA AVERY COONLEY.

God gave to me a little child;

“He is my own,” I said;

I loved his dainty, rosy feet,

I loved his curly head.

I kept my hand upon his heart,

I watched his every breath;

I feared for him, and prophesied

Disease and pain and death.

He faded while I fondly gazed,

He drooped the while I prayed.

“I cannot sleep—I dream—I fear—

He is my child!” I said.

Then came a heavenly voice: “Not thine,

But God's,” the angel said;

“He is God's temple where love reigns;

Rejoice! be not afraid!

“You rob your darling of God's gifts,

You keep him timid—sad;

Go, think and work for others' good,

And let your heart be glad.”

I laid my burden down. I stood

And laughed beneath the sun.

It was as if I had been blind,

And life had just begun.

I took my hand from off my child,

He bloomed like lovely flowers,

I learned that till they're given to God

Our children are not ours.

KNIGHTHOOD A SYMBOL OF MORAL POWER.

(An interpretation of Froebel's "Song of the Five Knights" from an educational standpoint.)

SUSAN E. BLOW.

II.

THE worst possible moral training is that which sets up a formal standard which it then perpetually violates. The mother who, echoing the poet's thought, bids her child

Be good and let who will be clever;
Do noble deeds, not *dream* them all day long,

and then lives herself in idle enjoyment of lesser things, is either confounding his conscience or sowing within it the dragon's teeth. Still more baneful is the effect of tolerating in others what she condemns in her child, or withholding from others the recognition of virtues which she has represented to him as worthy of praise. Through such self-contradiction she either perverts the sense of her words or destroys their power, throws her influence in a wrong direction or fails to exert any influence at all.

It is sad but true that we fail to influence others because of the unreality in ourselves. When we only seem how can we help others to be? Vision and power are the prerogatives of the pure. Only she who is clear as the sun and fair as the moon can be terrible as an army with banners. It is the judgment of perfect Love before which Pharisee and hypocrite quail and for which the single heart of childhood pants.

In inevitable contrast to the good stands the bad child. We often hear it said that children should know nothing of evil, and in glowing colors is painted for us the virtue which unfolds without consciousness of its opposing vice. The difficulty with this picture is that it represents an impossibility. Growth involves unrealized potentiality and this is defect. Conscience is perception of what we are in the light of what we should be. We cannot discern the ideal toward which we press without feeling the distance which separates us from it. The child cannot know that he should be busy and kind without condemning himself when he is idle or unkind.

The truth which lurks under and gives plausibility to the statement that children should be kept from all knowledge of evil is that evil should not be defined as positive, and that its specifications should only be defined by holding up the virtues which they negate. Evil is that which is *not* good and can only be grasped as contradiction of a conscious ideal. It should be defined always as the negative of a perceived good. Only in so far as a child sees what he should be or do is it safe to hold up to him what he should not be or do. In the necessity of a progressive definition of the ideal lies, therefore, the necessity of a progressive definition of evil. We move not from the particular to the general, but from the general to the particular, grasping good first as the sense of relationship and evil as its practical denial. Special virtues are distinctions arising within the general form and special vices the contradictions from which they must be distinguished. As moral development progresses, the child is able to note subtler shades of difference. To force distinctions upon him prematurely is, as Rousseau has well said, to plant within him the seeds of vice.

If the knights are glad when they find a good child, how must they feel and what will they do when they hear of a bad one? Such is the question which inevitably arises in the little heart which has felt its own need of recognition met in the song we have just considered. Froebel answers it in the "Knights and the Bad Child":

"Ah, such tidings give us pain,
No longer we sing a merry strain;
We'll ride away, we'll ride afar,
To where the *good* little children are."

"Ah!" thinks the child, as he plays his new game, "*I* will not be idle or unkind, for I should not like the knights to ride away from me."

The merit of this song is that it meets wrongdoing not in an actual, but in a typical example, and that it defines to feeling the recoil of evil in the exclusion from sympathy. At the very moment when the child is beginning to rejoice in the living tie which binds him to others it awakens his horror of evil by showing him that it cuts this tie.

The practical weakness of our moral training is due to the fact that through our own defect we fail to develop the sympathies out of which virtues spring. Hence our precepts float in the air and our arbitrary punishments stir up rebellion instead of bringing about a change of heart. Only

as duty is strongly rooted in the sense of relationship can it become a living growth.

To truly strengthen the universal tie is at the same time to deepen the sense of particular relationships. Drawing nearer to others, the child feels the special need of drawing nearer to his mother. If all men love the good child, shall not his mother love him most of all? This feeling gives the occasion for a third song, in which the knights are represented as not only visiting, but wanting to carry away the good child. But the mother hides him and tells the knights roundly that "her child they cannot have."

"Mother," asks the little one, who has been delightedly enacting the drama, "why did the knights want to carry away the child?"

"Because it was a good child," answers the mother. "Everybody loves and wants the good child, but his mother loves him and wants him most of all."

"And if the knights should come and want my baby dear,
I'll say, 'Oh, no, indeed! my darling I keep here.'"
"Mother, I will be good, and always stay with you."

It has been objected to this song that the mother loves her child whether he be good or bad, and that it is a prime necessity that he should feel this. He may alienate all others, but no matter what he does she will cling to him, and to her he shall never turn for sympathy in vain.

The objection rests upon a misleading fallacy. Love cannot contradict itself nor love that which destroys love. The mother clings to her child not in despite of his sin, but because she never loses faith that it may be overcome. She loves the ideal he is defacing, not his defacement of it. She should be the last to condone his fault, though the first to welcome his penitence. The good Shepherd seeks the wandering sheep because he believes it can be restored to the fold, and the fatted calf and the ring are given to the returning prodigal. It is always the good that is loved and the good alone. An ineradicable evil would be the grave out of which love could never rise.

Hence the child cannot too early realize that his mother loves him only in so far as he is or may become good. Such a view of her love is an incentive to effort; any other is made at once a plea for self-indulgence. Not my child right or wrong, but my child whose wrong may be turned into right, is the true utterance of the mother's heart. Feeble indulgence and false sympathy are merely sentimental

assertions of the union whose sanctity they practically deny.

In general no heresy is more pernicious than that which degrades love into chemical affinity, except the related heresy which confounds it with undistinguishing good humor. Love is the recognition of man's ideal nature and the demand that it shall be realized. He who violates this ideal must feel the recoil of love as pain. The roses scattered by the angels can only sting and burn Mephistopheles.

Recognition of the tie which binds us to others involves the distinction of ourselves from others. Where there is no separation there can be no union. Through darkness day comes back to day, and through bleak winter is the path of return to smiling spring. There is joy to the lover in the pain of absence, and deep joy mingles with the terror of Christian as he presses resolutely forward through the dark valley of the shadow of death. Only by descent into Hades can Psyche ascend Olympus and become the immortal bride of the god of love. To lose distinction is to lose the measure of union. Perfect union is the canceling of infinite separation.

Thus the very longing of the child to enter into the life of others incites him to define more clearly to himself his distinctness from them. In this motive originates that love of hiding which is such a marked characteristic of childhood. "Observe your child, wise mother," writes Froebel; "however perfectly he hides himself, how still soever he keeps while you are seeking him, all his desire, all his anxiety is that you may find him. You may read this in his dancing, delighted eyes when at last they meet yours. Why, then, does he hide at all? He might lie unhidden in your arms, rest unhidden upon your breast, look up forever into your eyes and forever see your eyes looking back into his. Does he hide, then, because he wishes to be concealed from you? God forbid! He hides because of his feeling that he is one with you and in order that he may become more conscious of this feeling. You may measure the attained degree of his sympathy with you by the delight he has in hiding from you and by the length of time he is willing to remain hidden. A mysterious anticipation of the joy of being found thrills through him and holds him spellbound in his concealment."

Attaining this higher stage of consciousness the child is beset with new dangers. Deeper need makes possible deeper perversion. If now mother and child do not draw nearer together they will drift farther apart. Therefore let the

mother be on her guard that she disappoint not the child's expectation of her joy in finding him. Each time that her greeting confirms his hope she strengthens the living tie which binds his heart to hers. Each time her welcome fails she throws in his way temptation to a hiding which shall not desire discovery.

The most critical moment in the life of the soul is that in which it first seriously confronts its own evil. Children do many wrong things without recognizing that they are wrong, but there comes at last a day when conscience asserting itself smites the soul with a sense of committed sin. Shame suffuses the cheek and casts down the eyes. Vanity, rushing suddenly into life, counsels concealment of the wrong. Then first is seriously tested the strength of the tie between mother and child. If the mother has taught her child to depend upon her sympathy, he will instinctively turn to her for help; he will want her condemnation and feel that only her forgiveness can remit his sin. The fact that he seeks it is the pledge of his penitence, the witness of his indwelling sense that in his sin he has contradicted himself. A striking illustration of such a sympathy between mother and child came to my knowledge not long since. In one of our public schools a teacher had just called the children to order when she observed a little girl standing with flushed face and streaming eyes, evidently in pain that she could not hide. She insisted that she must go home to her mother. "Was she ill?" "No." "Had she forgotten something?" "No." "Had her mother told her she might go home?" "No, she had not." "Then," said the teacher, "I think you had better stay for your lessons." This was too much for the poor little heart, whose bursting agony now overflowed in words: "I stole some flowers this morning on my way to school and I *must* go home to my mother."

Faith in a love which by its very nature is pledged to the overthrow of evil is the condition of penitence. Through lack of such faith Pharaoh hardened his heart, Saul fell upon the point of his sword, and Judas went and hanged himself. So long as man's sense of alienation is stronger than his belief in reconciling grace he may harden into remorse, but he cannot melt into repentance. All redemption from evil comes through recognition of the living bond which evil seeks to sever.

To the absence of such a bond between mother and child may be traced the tendency to falsehood and deceit. It can be overcome only by strengthening the sympathy it denies.

Nothing but the love which makes confession a necessity can compete with the pride which rebels against self-humiliation.

Moral training is greatly simplified by comprehension of the genesis of special sins. We lose time in lopping off branches when we should be striking at roots. The common root of all sin is violation of the social tie, for as man exists in the species it is only through the species that he can rise into that conscious communion with God which is his divine birthright. The typical forms of violation are sloth, which refuses to make the effort necessary to the reproduction of race experience; covetousness, which, "planting desire where interdict of partnership must be," gives birth to envy and anger and pride which carries into the realm of spirit that exclusion which is the mark of the non-spiritual. These are the three heads of that dread chimera of selfishness which, ravaging man's soul, leaves it an arid and scorching desert.

In the play of Hide and Seek union and separation appear as contrasting experiences, but in the game of the Cuckoo, to which we now advance, feeling has deepened to the consciousness of union in separation. The child hiding calls out "Cuckoo!" to the mother who searches for him, or listens eagerly to her voice to guide his search for her. Though visible presence be removed, there is constant communication. The cry of the heart has become articulate, and the child learns with glad surprise that the unseen need not be the unknown, unheard, or unfelt.

All life is transition. Froebel has traced the baby's progress from the moment when, through the typical experience illustrated in the Falling game, he learns his physical distinctness from his mother, to the day when in the cuckoo call he gives sign of his presentiment of spiritual identity. Henceforth he will advance toward a closer moral union with her and with others through a progressive interrealization of the principles which sway their thoughts and lives. The voice for which he so eagerly listens in play shall appeal to him also in its command, its censure, and its approval. Gradually the ideal thus externally revealed shall be internally defined, and the mother's voice merge into the voice of conscience. The sleeping sense of the universal shall stir and dream and wake, and the divine in the soul becomes its guiding star. Nor shall it pause until over mountains of aspiration, past dreary plains of doubt, and through valleys of humiliation, it leads its obedient follower into the presence of his incarnate God.

Is not the one spiritual fact which we can all verify the authoritative voice which speaks within us? Has any other voice ever so warned us, commanded us, guided us, or condemned us? Must we not each one declare that had we always obeyed its call we should have been led on steadily from truth to truth? Can we not all witness that it never ceases to speak, though too often to ears that are deaf?

In dreams and visions this Spirit spake to the prophets of old. By him was Christ led into the wilderness for that great conflict wherein he conquered all sin in the three-fold temptation to self-indulgence, covetousness, and pride. This is he who searcheth all things, yea, the deep things of God, and yet declares that the human body is his temple and affirms that the mystery which has been hid from ages and generations is that he is in man. His is the baptism of fervent flame; his the gift of eloquent tongues; his the intoxication of that high joy which made men wonder upon the day of Pentecost; his the charity which hopeth, believeth, and beareth all things. He is the indwelling Life of that great church which in the profoundest sense is the mother of the soul, and this church is organized humanity ever revealing to individual man the divine ideal which as soon as recognized he identifies with his own deepest self.

A FLIGHT.

LESLEY GLENDOWER PEABODY.

A little bird flew out of the South,
The warm, sweet South, where the flowers are;
And it carried a song 'neath its beating heart
To the cold, white North, away so far.
And the sweet South sighed for a bird that had gone,
But the cold North smiled and treasured the song.

THE FIRST SCHOOL YEAR.

KATHERINE BEEBE.

IX.

Literature for School Children.—There is hardly room nowadays for a discussion of the kind of stories which should be used in school work. Most of us are agreed that school life is too short for anything but the best, and that the real world literature makes better story material for young children than anything else; and many of us make a free use of Greek, Roman, Norse, and other myths, of fables and folk-stories, and of classic tales from writers ancient and modern.

The average normal child has a healthy appetite for these stories of fact and fancy, and his teacher finds in them the kind of subject-matter for reading, writing, drawing and language work which she, and he, needs. There is a child, however, with whom many public school teachers are very familiar, who is not altogether average and normal as we use those terms. He is usually of foreign parentage, from a home where little or no English is spoken, and where there is nothing that savors of an intellectual life. This child is not always athirst for the plan of literature work which we have laid down for him. He will not listen with anything worthy of the name of attention even to Hiawatha, Pegasus or the Ugly Duckling. He is listless or restless while the story which absolutely absorbs his English or American schoolmates is being told. He cannot tell even a part of the story after hearing it, and he cannot draw a picture of it, because it has formed no definite image in his mind. This is not because he has not the intellectual faculties and possibilities of the other child, but because these faculties and possibilities are not so highly developed in him. The story goes over his head, it is beyond him, perhaps because of the lack of development and perhaps because of the language barrier. With him the teacher must begin farther back. He needs stories with clearer outlines and less detail; they must, perhaps be told in simpler language, and it is more than possible that they need more dramatic fire on the part of the narrator. I have known a child to whom Persephone, Baldur, and Rip Van Winkle were offered in vain to respond with his whole soul to the Three Bears, with its

simplicity and repetition. The child does not live, who is in possession of his normal faculties, who cannot be reached by story-telling if the right story be offered and well told. Do not be discouraged then when Emil and Gustave do not seem to care for the story which so greatly interests Benjamin Franklin and little De Puyster, but go back a little and bring them gradually up to their schoolmates' level; that is if you can. Just how far individual needs and necessities can be considered in this matter is each teacher's own problem, and each will work it out according to her own ability and originality.

For all first grade children stories with strong outlines are needed, stories in which thoughts and events stand out clearly, so clearly that they can be stated in a few words if necessary. These are the tales which children can most readily tell in chalk, sand, clay, or language. These are the tales which make the best reading lessons, and which can be most easily reproduced in writing. *Aesops fables* are good examples of the stories which have strong outlines, and the *Seven Little Sisters*, excellent as they are, of the opposite kind. The teacher's skill in telling the story can bring out these outlines, and hence the tale that is to be told must be studied, thought over, and rehearsed if it is to be a success.

Benjamin Franklin and De Puyster, who have had stories told them at home since they were old enough to listen, will probably be interested in any sort of a tale which the teacher chooses to tell, no matter how she tells it, but Gustave and Emil will have to be considered, and it is for them that the teacher's dramatic power will have to be cultivated and employed. Benjamin Franklin will enjoy it as an added interest to the story, and Emil can be drawn by means of it up toward his level. Changes of tone and voice, mimicry, dramatic pauses, thrilling whispers, impressive knocks and mysterious scratchings, are powers for good in the story-teller's possession. Let her not only use them wisely herself but encourage similar dramatic powers and tendencies in the children as well.

The temptation now in the wealth of material which is at hand is to tell too many stories. Fewer of them, more carefully prepared and told, would be more productive of good results. Part of a story told and the rest in anticipation is often a good thing, and the most important part of the teacher's literature work, apart from dramatic telling, is the choice of the material to be used. Each knows best what she needs for her own children, how much she can use

to advantage, where she had better begin, and what she can hope to accomplish. She must put herself in possession of all the story material she can find and then carefully sort out and select from her accumulation just what and as much as she needs; and in this choice she will, of course, be guided by her reason for telling stories, whatever that may be. One teacher may have only the idea of subject-matter for reading and writing lessons; another may go farther and consider her stories as helps to expression in language and drawing; another may tell her tales with a distinctly moral purpose; and still another may have all of these things in her mind as well as the thought that in giving the child the world literature she is helping him to self-expression, self-knowledge, and revealing through the outer his own inner life to him.

Perhaps the object in literature study in the schools which will appeal most directly to the practical mind is the building up of a love of good reading, which the child can carry with him through life, and which can open to him, whatever his calling, an avenue to culture, thought, and intellectual delight. It is quite possible to train a child into this love, though I do not say that we first grade teachers can do it for each and all of our pupils in one year's time. We can only do our part faithfully and well while they are with us, and hope that future teachers and home opportunities will carry on what we have begun.

The great danger brought near children by their love of stories is the injury to the mind through easy reading. A child who is left to himself after he has learned to read will often read story after story with an insatiable appetite, but he will not be necessarily benefited thereby; indeed, his mind is often hurt by acting upon material in a way which makes anything like mental effort unnecessary. The mind must grow by effort and exercise as truly as the body, and quality, not quantity, of reading is what will leave an impress for good on the child's mind and character. Indiscriminate reading seems much like indiscriminate eating. A mental diet of easily digested stories in its effect on the mind seems closely to resemble a diet of broths and delicacies, such as are used for the sick, in its effect on the body.

We often hear parents say with a degree of pride, "My boy is a great reader—reads all the time. He wants a book the minute he gets into the house."

"What does he read?" is asked.

"Oh, I don't know! Anything he can get. He takes

books from the library. He's had four already this week."

In the libraries child after child brings and takes away with him books, not harmful in themselves, perhaps, any more than cake or candy are harmful in themselves if in proper quantity, but which certainly will add no strength to the growing mind.

A teacher on a long visit to a relative who had two small boys was asked to read the *St. Nicholas* to them. She consented gladly and began on the story which formed the first article that month. The boys listened with interest and attention, but when she began on the next article which was not a story they objected, and begged her to skip over to the next tale. She then and there struck a bargain with them, agreeing to read every evening if she could read the magazine straight through, and have the choice of what was to be read after it was finished. The boys agreed to this, and all winter she read to them, striving to build up a taste for real reading which should last. Before she left she had the satisfaction of seeing Seven-year-old trying to spell out "The Hanging of the Crane," in spite of his mother's protestations that he could not understand it. He said he wanted to see if there were any part of it he could understand. Nine-year-old asked her one day when she was reading to herself to read a page to him. He, too, was told that he could hardly understand the book, but he asked opportunity to try. The result was that a large part of "Kane's Arctic Adventures" was read to both boys, and furnished a basis for the nursery plays of many a long day. These boys were taught to love really good reading in a very short time by a judicious selection of books, a sympathetic guide, and a stimulation to mental effort by the participation of their grown-up friend in their reading hours.

The teacher who is sufficiently in the confidence of her pupils to have a hand in making out their library lists wields a great power for good. Parents should do this, but they do not, as a rule, so if the school, in addition to giving the best of books in school hours and forming a taste for true reading, can through faithful and conscientious teachers control, even in part, the out-of-school reading, it will be able to lay a more righteous claim in the future to giving the children an "education."

There are many men and women who can read nothing but newspapers and novels. Any reading requiring mental effort is distasteful, hence they are shut out of a world of beauty, truth, and strength, as well as from the broad avenue

to culture which reading can become. No fairy godmother could give a better gift to a child than a true love of reading, and we teachers can be fairy godmothers if we will. Many more men and women there are who can read, digest, and enjoy anything good in prose, but who have little or no taste for poetry. A taste for poetry is like a taste for music, those who possess it have an enjoyment and an inspiration entirely beyond the ken of those who have it not. The chooser of literature for children should have this world of poesy in mind, and seek to make it possible for the children to enter in. Not only must the teacher give the child the dear old classics which begin with Mother Goose and "Twinkle, Twinkle," and go on toward "Casabianca," "Old Ironsides," "Lucy Gray," and "The May Queen," but she must make him see and feel the music of poetry, the heart and soul of it. She has the child's possibilities and his natural and often-manifested love of rhythm on which to build. She needs a love and appreciation of poetry in her own soul if she is to develop it in the children. If she has it not she can acquire it if she will listen once more to Froebel speaking through one of his disciples, and saying to her "Come, let us live *with* our children." I repeat, she can acquire this *with* the children as she leads them along the way.

One of the best things which has come under my observation this winter is the proposed work of the Home Culture Association. This organization proposes for two dollars a year to leave with each subscriber a good and carefully selected book for children every two weeks, the last book of the year to become the subscriber's property. If the plans as laid before us can be carried out, a power for good will be set in motion too great to be estimated.

One not entirely settled question among first grade teachers concerns the connection which should exist between science and literature in school work. They frequently find themselves confronted by difficulties not always mentioned by the enthusiastic orator of the teachers' meeting, or the equally enthusiastic writer for school journals, as for instance, what shall be done when no story which has a place in real literature can be found, when wanted, to connect with a particular phase of nature study; or what shall be done when the many beautiful tales and verses which the teacher wishes to use have no practicable suggestiveness for the science lessons.

It is just possible that our new and enthusiastic views on unification and concentration need some adjusting and read-

justing. It is possible that we lay too much stress on the visible and transitory connection, and too little on the great underlying unity which all true educators are striving to understand. It is also possible that we, at times, sacrifice the vital, permanent, and really educational thought to the less valuable connection. In our zeal for this beautiful continuity, this desirable unification of studies, it is perhaps well to pause awhile, before we go any further, and "think on these things." You have heard much of the importance of *telling* stories to little children, and you know by experience that to get the best good out of a tale you must study it and rehearse it to yourself before giving it to them, but while believing this I believe also that a word about reading to children will not be entirely out of place in this article. The child in an ordinarily well educated family has stories read to him constantly; he loves to listen to reading and besieges his relatives at all hours with his "Please read to me," until he can read to himself. Many of our public school children, however, as has been said more than once, come to us from homes where there are no books and where there would be no time to read them if there were. As a result these children do not hear stories read and are found by experiment not to have the power of listening well or intelligently while reading is going on. It seems as though they should have developed in them, as far as possible, the same powers that children from better educated families possess. They ought, also, as schoolboys and girls, to be becoming familiar with book language and gaining the love of books and reading which the more fortunate pupils have at the start. What is done for the fortunate ones at home must be done for the unfortunate at school, if at all, and as we admit one object of our literature work to be the sending of our school children into life with a love of reading, this particular kind of training ought to have its place in the first grade. It has a place in the higher grades, but needs to be begun by primary teachers who are hereby urged to supplement their story telling with some story reading. The latter cannot take the place of the former, and the teacher must beware of the temptation to make it do so. Some stories are better told than read; some are more adapted to reading than others; so here again judgment and discretion on the part of the teacher must be presupposed.

Most teachers are familiar with a large number of books and stories which are valuable in first grade work, but for the benefit of those who may not be in the way of knowing

these books, I subscribe a list of those I have found helpful. From the list of stories which each teacher makes for herself, she must choose the few which she needs, and not allow the idea to enter her mind that having such a wealth of good things she must cram them all into the small brains growing in her schoolroom, just because they are good. The children have, most of them, seventy years more or less of life, and all eternity besides, in which to add to knowledge, so I repeat that quality and use, rather than quantity, must be her thought as she selects her stories and books.

Stories to be told from—The Bible; Grimm's Fairy Tales; De Garmo's Fairy Tales; Hans Andersen's Tales; Bulfinch's Age of Fable; Æsop's Fables; Hawthorne's Wonderbook and Tanglewood Tales; Roman History; American History; Longfellow's Hiawatha, Paul Revere, Bell of Atri and other poems; Pied Piper; Rip Van Winkle.

Poems to be read or learned from—Eliot's Poetry for Children; Whittier's Child Life in Poetry; parts of Hiawatha.

Books to be read—Seven Little Sisters; Each and All; Adventures of a Brownie; Aunt Louisa's Wee Wee, by Miss Alcott; Mrs. Ewing's Stories; The Story Hour, by K. D. Wiggin; New Year's Bargain, by Coolidge; Nine Little Goslings, by Coolidge.

BUTTERFLIES.

Pausing in air on their pinions,
 Flitting all o'er my dominions,
 They weave their strange little fancies,
 And throw out their bright little glances,
 Sparkles of God's gentle spirit,
 His love and his cheer they inherit;
 Bathing in sun-baths of beauty,
 Pastime their life and their duty;
 Innocent roving and pleasure
 Rounded their being's full measure,

—Augusta Larned "In Woods and Fields."

KAROLINE AMALIE, DOWAGER QUEEN OF DENMARK.

NICO BECH-MEYER.

THE “dowager queen” was her name during thirty-three years; but another and still dearer name had been given to her twenty-three years previous to her widowhood—“The mother of poor children.”

Princess Karoline Amalie, of the princely family of Augustenburg, a side branch of the royal house of Denmark, was, in the year 1815, married to the Danish crown prince elect, Kristian Frederik, the later King Kristian the Eighth.

He was her only love, and remained so during her more than fifty years of widowhood, and she was, according to her wish, placed in her coffin with her bridal gown under her head for a pillow.

She was eighteen years old at the time of her marriage. Her beauty and youth won her immediately the heart of the nation; but something higher than youth or beauty secured her a place in the memory of the nation, which will be held in reverence when monuments of marble are crumbled.

When she, in 1881, was laid in the royal vault in the dome of Roskilde, Bishop Martensen said: “Her memory is in blessing! Love was her nature, more and more beautifying her. She was a highborn character, and her glory was from within.” Upon her coffin was resting a wreath of oak leaves made from silver. Poor children and orphans in Copenhagen and the neighboring communities had laid together their pennies to buy it, refusing all outside help; the wreath was to be given by them alone.

A Danish paper wrote after her death: “Here God gave the Danish nation an opportunity of viewing with joy a beautiful human life, honest and loving, simple, self-sacrificing and faithful during good days as well as during hard.” And the eminent Dane, Bishop Mynster, said: “She is one of the purest human beings I ever knew.”

It was at the time when the newer educational ideas, pointed at by Rousseau, carried out in never-dying beauty by Pestalozzi and Froebel, were working themselves forth through different nations. The spirit of the time, personified so strongly in the great minds of Germany and Switzerland,

found its way to Denmark too, awakening a quiet, not highly gifted, but truly womanly heart.

In the year 1829 was "Karoline Amalie's Asylum" erected for the benefit of children whose parents were too poor to give them the right care. She paid for the building of it, and all further expenses were kept up by her alone during half a century—the rest of her lifetime. In 1836 she built another children's asylum in the city of Odense. And not only did she build them and carry all further expenses, but she gave her personal influence and ever-present love to the work done in her asylums. She examined herself the handi-work of the children, enjoyed their progress in reading, and knew each individual child.

As the years went by the thought of these children left to themselves, while their parents were engaged away from home struggling for existence, became her all-absorbing thought—she, who mourned the fact that she never became a mother herself.

On a warm summer day, in the year 1840, she was driving across the lonely heaths in Jutland. Only one of her ladies accompanied her. The conversation had stopped: The silence of the endless, dark brown plains filled the minds of the travelers. As the queen sat there absorbed in meditation, the thought struck her that it never could be right that she should leave her children with their seventh year. The years so important for their development just then commenced. She ought to keep them at least till they, in their fourteenth year, were confirmed. "It was one of the happiest moments in my life, the moment this truth dawned upon me," she later on said.

That very evening she sat down and wrote a letter to her friend, Pastor Peter Rördan, and asked his assistance in planning an "asylum school." Two months later the school was commenced. Its work has been fraught with blessings. In the year 1883 it counted 765 children. Thus she became the mother of the later Danish "Asylum Schools."

Under the cholera scourge in Copenhagen, in 1853, she took care that all her children, and in most cases their parents too, were well fed, in order to guard them against the plague.

In the year 1865 it was fifty years since she, as the wife of the crown prince elect, came to Copenhagen. Friends all over the country had collected money for the erection of a large building, which was to carry her name and give shelter to both her asylum and asylum school.

Surrounded by her teachers and children, and a great many friends, she laid the corner-stone under which she placed a prayer written by herself, "that no soul dwelling under this roof may go astray." As the corner-stone was laid she turned, with tears in her eyes, to some of the ladies present: "Come to me this afternoon at six o'clock! I wish you to know who I am."

They came and she said as follows: "Never have I felt myself humiliated as today. When I, as crown princess, for years had given my work to the aim of my soul—to take care of poor children and do my share toward the development, in them, of a higher spiritual life—then a pride grew in me as if I were doing something great, being the first one who took up such work in my country.

"One day, in walking on the boulevard, I noticed that they had commenced a new building near the eastern gate. Imagine what thoughts of pride arose in me! I thought it was a building which the nation, out of gratitude, erected as a reward for my good deeds—as I hitherto only had a rented building. Every day I had to take a walk in that direction, silently enjoying the sight of its growth. And then imagine my humiliation as it was nearly finished and I discovered that it was a windmill!

"Then my eyes were opened and I acknowledged that my work here was nothing compared with that of the asylum mothers and the teachers, who daily and patiently had to give their love—the only true gold.

"Now, when I have become old, the great love of this nation gives me, indeed, a house for my children; but the good Lord has placed it across this mill, so that it always may remind me of how little I am."

It was not the poor children alone whose welfare was on her mind. She was the founder of "The Women's Nurse Association," whose aim was to assist and nurse the sick and to secure work in the home for those who were delicate. She was the "*Protectrice*" of "The Women's Benevolent Society," and for its "Schools for Servant Girls." Another aim of this society was to furnish loans to industrious mechanics. She was the beginner of the deaconess work in Denmark, for the furthering of which work she was in constant communication with Pastor Fliedner in Kaiserswerth, Germany, to whom she twice paid a personal visit.

In all this she did not, as many others, give out of her abundance. When the chief lady of her court, Miss Rosen, was gone on a vacation, the dowager queen would hurriedly

have her hats trimmed over and her old dresses made new, well knowing that the strict manager of her court did not like her giving away, even at the expense of her own comforts.

She who in youth had made the European courts resound with her praises and made friends among the greatest of her time, she who through her inborn majesty would have been pointed out a queen among thousands—had during her long life little to spare for herself, but everything for the suffering world around her. Never did she let her own comfort interfere with the well-being of her surroundings.

The last winter she lived, when she was unable to do without the assistance of her maid, she in some way became aware that relatives of this maid had arrived at Copenhagen for a few days' visit, and that her maid, of course, would like very much to go to them. At seven o'clock that evening she rang the bell and asked the maid to bring her to bed. The maid inquired anxiously if her majesty felt indisposed. "No, but I feel as if I would like to go to bed." When she was undressed and in bed she asked for a book, and to have a table with a lamp placed by her bed.

"You see I am resting nicely. Now you can go to your friends and spend the evening with them," she said to the surprised maid.

Once a week she had an evening gathering, consisting of friends of all classes, who took supper with her. Themes from the Danish history, the Gothic mythology, or the history of the church were the topics of the evening. Each one of the company contributed his share to the entertainment, but the dowager queen with her splendid memory of dates and persons was the life of these evenings.

She is the only queen who ever held such evening socials with friends from all classes of society.

A small incident from her life and that of the king, her husband,—who was a gifted nature, but whose character lacked the strength peculiar to his wife,—will characterize this remarkable royal couple:

It was on one of their travelings. He had for awhile silently looked through one of the windows in their carriage, while she had looked through the other one. At last she said:

"What are you thinking of?"

"How I can best further art and science. What are you thinking of?"

"How I can best help my poor children."

The following letter from Karoline Amalie to Pastor Fliedner, Kaiserswerth, Germany, illustrates how deeply she interested herself in the personal details of those she sought to help:

SORGENFRI, June 20, 1863.

Today I call on you in regard to a work of love. Mr. Classen has asked you to give your assistance to a young, highly gifted girl, who, through her very intelligence, ten times more risks to become ruined the way she now is situated. Mr. Classen desires to see her in the home for servant girls in Berlin, and I join my prayers with his, that you might accept her there. There she will learn order and humbleness, which, at present, seems difficult for her high spirits. I do not know this sixteen-year-old girl at all, but I am taken by her intelligence and deep meditation, as Von Classen yesterday told me things she had written him; she seems to be almost a wonder. Once more I pray you—save this soul for our Lord. Miss Conring is doing well in the deaconess-home; she has already as many patients as the room permits. With my love to yourself and wife

Yours truly,

KAROLINE AMALIE.

Karoline Amalie is a most beautiful representative of a time when women had no place in social construction, and when charity seemed to be the only possible way of bettering the life of the toiling masses.

The facts of her life and her work are one proof more of the spirit doing its ceaseless work in humanity in all ages.

FORM SONG.*

LOUISA PARSONS HOPKINS.

O, beautiful, soft-rolling *sphere*,
God's perfect handiwork is here;
The earth and sky and sun and star
All true to thy proportions are.
Each bubbling cell of growing leaf,
Each deep-sea pearl, and raindrop brief,
Are types and symbols of the soul,—
Of growing life in God's control.

O *cube*, well shaped and truly planned,
Built up by forces firm and grand,
The solid hills are laid to thee
And crystal floors of sunless sea;
Bright prisms within the dark rock pent,
In grace and symmetry are blent.
With equal pressure Nature's hand
Has brought the sphere to rest and stand.

The *cylinder*, in rounded length,
Lends us its type of upward strength.
The fluted fibres of the tree,
The singing reed, wind's organ free,
The pearly pillars of the cave,
The coral atolls, stanch and brave,
Are laid in symmetry like thine,
Obedient to a law divine.

No form but feels the hand of God,
All shaped and measured by his rod;
The small and great alike are done
By his true models, one by one.
Atom and sun, the far, the near,
The cylinder and cube and sphere,
Express his thought, and for us draw
The pattern of his love and law.

* With type forms.

EDITORIAL COMMENT.

THERE is great activity at present among all educational thinkers. The year of 1895 marks a genuine house-cleaning time so far as school methods and theories are concerned. Earnest battles are being fought between the various "standard" bearers, and honest differences of opinion are being expressed frankly and freely.

At the recent annual meeting of the Western Drawing Teachers' Association, the following sentiments were frequently expressed and indicated: "Education has only to do with the fundamental nature of the child. The spiritual nature of the child demands spiritual food. The spiritual nature is the only medium for creative work."

The members of this association are practical teachers who are working daily in our common schools, many in the lesser towns, others amidst the abnormal conditions of city life. The credence and support which this body of reasonable teachers gave to the above broad statements commends them to every teacher. The words "spiritual nature" were used in their most natural and literal sense, and the arguments brought forward to support the "creative impulse in school work" were all sound and sober.

The teachers who are doing the best work today for the children of humanity are acknowledged optimists. These are the people who believe that the principle by which water rises to its level operates in human nature as well as in the so-called natural world. An optimist is one who grants every creature the native right of greatness and goodness. The teacher who candidly approaches students from this standpoint, opens the channels and declares a perfect circulation to every student, and gets her answer in their normal growth.

The spiritual nature is no myth. It is not hidden or deeply buried down in the depths of the child. It pervades every human creature and rises to the surface at every turn. It overflows at every opportunity. If it is desirable to secure creative work in the school or kindergarten, and if this spiritual impulse is in every child, whence comes the alleged formalism in the classroom?

When listening to the inspired lecturer, who believes firmly in the spiritual power of the child, we all give cordial

assent; we nod enthusiastically to our neighbors; we write down the glowing words in our note-books, and in our hearts repledge ourselves to leave theories and methods, and live more fully what we again feel. We leave the lecture hour and in a few short days find ourselves drifting, the illumination gone. Again we are the helpless servants of formalism.

A kindergartner with unusual gifts and opportunities said recently in bitterness: "I feel myself a hypocrite in the daily work. I talk creativity; I believe in it, but I am unable to practice in this direction." This testimony would find corroboration in the frank confessions of many of our most sincere workers. Why is this?

If we read Froebel's "Education of Man" with a view to self-examination, we discover that he repeats certain strong statements concerning the divine nature of man and the unity of the race. He opens each chapter with these affirmations of spiritual power, and reenforces each paragraph with positive assertions concerning the child's native possibilities. May we take a hint of the "Froebellian method" of talking so much about the "spiritual nature" that we are committed to practice according to our statements?

Let us talk more, rather than less, concerning the fundamental things, and let us commit ourselves frankly and genuinely to the platform which distinguishes the kindergarten work from all others, viz.: that the spiritual nature is fact and not fiction. Let us look for creative results and immediate harvests. Froebel did not prophesy only; he reaped the God-given increase as well.

Spiritual development does not consume eons or cycles of time. Inspirational teaching is not a tedious evolution. Every appeal to the highest nature of the child or adult brings an immediate response. In the measure we mete to the children will they measure back again to us in all matters of creative power. The child impulse rises to the highest consciousness of teacher or parent. The failure to secure or impel or generate creative work among children is due to the limitations of the adult, who has not sufficiently unlearned to doubt, to fear, to misunderstand, and to misinterpret child nature. Self-examination on the part of kindergartners is in order, and a higher estimate of the natural or spiritual nature is imperative.

WE take pleasure in bringing as the frontispiece of this May number of the KINDERGARTEN MAGAZINE a reproduc-

tion from the painting by Steffeck of Queen Louise of Prussia and the two princes, one of whom became Kaiser Wilhelm. This queen mother is one of the regal characters which will always stand out in relief against European history. The story of her beauty and queenliness, of her courage and remarkable adventures may well be told American children, as one would tell a fairy story out of another world. This is one of those real stories sufficiently merged into ancient history to have the flavor and fascination of the myth. Of the many noble pictures and statues of Queen Louise, we have selected this as most appropriate to a journal devoted to home education. This queen mother conducted the education of her sons, in spite of the great national calamity which demanded her daily prayers and patriotism. Under her direction the school system of Prussia, which was well shattered by Napoleonic rule, was carefully inspected and organized. The great University of Berlin was founded at this time and liberally endowed by the king. This undaunted queen was among the first to appreciate the work of Pestalozzi. In 1808 she wrote as follows: "I am just reading Pestalozzi's 'Leonhard and Gertrude.' I feel happy in the midst of this Swiss village. If I could do as I should like to, I would order my carriage and drive to Switzerland and to Pestalozzi, in order to warmly press the hand of that noble man and to thank him with tears in my eyes. How well he means it with mankind! Yes, in the name of mankind I thank him."

STUDENTS of pedagogy must not dismiss the work of Pestalozzi by merely reading a poor translation of "Leonhard and Gertrude." If it is in anywise possible read his letters in the original. The deep sincerity and humility of the man breathes through every line of his suggestive German. The letters which passed between Pestalozzi and his betrothed, Anna Schultheis, are being published for the first time in German, and are calling forth much sincere appreciation because of their sociological insight and wisdom.

EVERYDAY PRACTICE DEPARTMENT.

THE NORMAL SCHOOL AND THE KINDERGARTEN.

The following list of questions have been sent out from time to time to normal school workers, with a view to collecting *data* concerning the influence of the kindergarten department in such schools where the fine art of teaching is the chief subject-matter for study:

1. Does a kindergarten department in the normal school affect the teaching quality of the other departments?
2. Does the average student teacher volunteer an interest in the morning kindergarten?
3. Is there any class work in your normal which provides teachers an opportunity to become acquainted with the kindergarten methods?
4. Do the teachers acknowledge the help which comes to them from the kindergarten?
5. Is there any preference in calls for teachers who have some knowledge of kindergarten methods?
6. Do grade teachers think of the kindergarten work as easier, less responsible, or less exhaustive than their own work?
7. Would you recommend that the state normal schools and institutes should provide kindergarten training to all primary teachers?

F. B. Palmer, Ph. D., principal of the State Normal School at Fredonia, N. Y., writes as follows:

We are looking forward to a more liberal recognition of public kindergarten work in the state, and by degrees the public is getting down to the bottom, or the foundation, of a philosophical educational system. From my observation of the work, and from my acquaintance with the principles of the system as they have been developed, I believe the kindergarten has already attained a scientific position not reached by any other branch or grade of educational work. An educational system must be built up from this foundation.

1. The normal students are so worked in their own classes as not to give much thought to kindergarten work, but a goodly number ask for work or opportunity to observe in kindergarten.
2. We mean to have some kindergarten principles laid before every graduating class.
3. Some recognize benefit from what they learn of the methods and some not, the greater number not.
4. Often a preference is made in favor of teachers who have some acquaintance with kindergarten.

5. Many are inclined to kindergarten methods at first as thinking the work easier.
6. I think normal schools should give some kindergarten instruction to all their graduates.

The principal of the kindergarten department of the Toronto Normal School writes as follows:

We find that the kindergarten has a beneficial effect upon the students teaching in the other departments. They volunteer a decided interest in the kindergarten and make use of the material for their own lessons. Our normal students receive two lessons a week on the theory and practice of the kindergarten throughout the whole course. They also take turns in observing in the kindergarten every day. They have two examinations during the session on kindergarten work.

We find teachers quite ready to acknowledge the help from the kindergarten. We have had several applications for teachers understanding kindergarten work, but as that is a part of our normal school course, none of our teachers are entirely ignorant of it. I have heard some teachers speak of the kindergarten as very easy work, but it is rapidly becoming more appreciated. I should decidedly recommend that all normal schools and institutes give their teachers a general knowledge of the kindergarten and plenty of observation in it.

Our kindergartens are a part of our public school system, under the control of the government, and inspected by a provincial kindergarten inspector. Our course of training consists of two years, one of which must be spent in a normal school kindergarten. Departmental examinations are held and provincial certificates awarded.

From the Model Teachers' Training School of St. Paul comes the following statement:

In our Teachers' Training School both the principal and assistant principal are very much of the affirmative opinion as to the effect upon the quality of the teachers who have had six months of the study of the Mother-Play Book, and games and music with the regular kindergartners, all having the same course of study up to February of the first school year. The student teachers who still take the games and music with the kindergartners are very enthusiastic as to the insight gained in the understanding of children and the real meaning of education. The course is one year after this half year, making a year and a half. All those having had the kindergarten training show much interest in the kindergarten, even those whose work is to be with older children of the upper grades.

The teachers were very emphatic when asked if they felt the good of the kindergarten, none out of the forty-three in the class feeling otherwise.

The work is scarcely old enough here, as yet, to call for a preference of kindergarten trained teachers for upper grades, but the primary teachers are hungry for the kindergarten training, and the best primary teachers are those who know how to apply the kindergarten principles.

The primary teacher will be more of an artist in her trade and less of a drudge when she has had a thorough kindergarten training. Too much cannot be said of the value of this training in all normal schools and institutes. In St. Paul the results have been more than satisfactory this year, and the work is growing more rapidly than the capacity of the training school will accommodate.

From the Greeley, Col., State Normal School comes the following progressive report:

In our normal work here in the state school of Colorado a close relation exists between all the departments. The members of the faculty make up a pedagogical club, meeting at least every two weeks. In these meetings all the aspects of the "new education" are thoroughly and constantly discussed, and the utmost sympathy and unity prevails in the aims and methods of the various departments.

Under the leadership of our able president, Mr. Snyder, we are actively interested in investigations of child nature. The average student teacher in our normal school manifests much interest in the study of child nature and in the practical workings of the kindergarten. It is a feature of the regular normal course that each graduate from the school must spend a certain portion of her time in the kindergarten, observing and studying its methods in relation to her primary work. Talks and lectures are also given the senior class by the superintendent of the kindergarten department.

We are particularly glad to tell you that our normal graduates, after they have left our doors and are filling positions in the public schools, appreciate and value the kindergarten even more than when they are students. We are constantly in receipt of letters from them asking for books and such advice as will enable them to gain a further insight into the kindergarten philosophy and practice.

There is also a most decided preference among school men for teachers who have some knowledge of kindergarten methods. It has not been my experience that grade teachers think the kindergartner's work easier or less responsible. On the other hand, I believe it is generally considered to be more difficult and more exhaustive. Concerning your last question there can be but one opinion. To be a successful primary teacher one *must* have some knowledge of kindergarten philosophy and methods; and an intelligent study of the child mind and nature is alike imperative for the kindergartner and primary teacher.

With us here the closest relation exists between the kindergarten and the primary grades of the Model School.

From New Haven, Conn., comes the following:

The kindergarten has not been long enough closely allied to public school work to have much of its power shown beyond the primary grades. It may be different at the West, where kindergartens have, except in Boston, been longer an educational factor. Here in the East, as kindergartens become more and more recognized and made the introduction to school life, they more and more influence all school life. The New Haven Normal School is yet in a formative state, and unfortunately its head is not so enthusiastic as he might be upon the value of the kindergarten. Still the number of such schools continually increases and gains favor in the public taxpayer's eye.

From the Normal School at St. Cloud, Minn., where a kindergarten department has been under progress for two years, comes the following report:

In answer to the first three or four questions I will say that the programs of work for the normal graduates are very full, giving them no opportunity for observation in the kindergarten. Last year during the last quarter there was a half-hour two or three times a week given the

graduates for that purpose, and doubtless the same arrangement will be made this year.

In answer to the fifth question we would say that, as the department is so new, there has been no such preference shown, but the president, being thoroughly in sympathy with the work, urges student graduates of the normal making a specialty of primary work to take the kindergarten year, and from the work done by last year's graduates having previously had the normal work, feels he can recommend them to any primary work in the country.

As the work grows and the school adjusts itself to the new department, undoubtedly greater opportunity will be given students for familiarizing themselves with the kindergarten and its principles. The president heartily recommends the kindergarten training as supplementary to primary work.

From the kindergarten department of the Cook County (Ill.) Normal School we have the following testimony:

Our kindergarten department influences the teaching quality of all the other departments. The student teachers show great interest in the morning work of the kindergarten, and appreciate the opportunities given them to look into our methods. We would most decidedly recommend that every state normal school should provide kindergarten training to the primary workers.

Miss Sarah L. Arnold, of Minneapolis, who has accepted a call to supervise the primary schools of Boston for next year, writes as follows:

We have no training or normal school from which I can gather the *data* which you desire. I answer the last question most cordially in the affirmative. I shall hail with delight the day when the state normal schools and institutes provide the best possible kindergarten training for all intending to become primary teachers. A faithful study of the kindergarten reacts most favorably upon primary school work. In fact, the principle and spirit of the kindergarten are needed in all our work.

From the state normal schools located at Buffalo and Albany, N. Y., we have very suggestive reports, which indicate that a change must be made in the over-full programs of the other departments, in order that student teachers may have opportunity to enjoy the privileges of the kindergarten department.

We present the above statements as valid arguments which cannot be gainsayed, and which indicate that the movement of the kindergarten is toward public school lines. We add a wise word from the superintendent of schools of one of our large eastern cities, and urge kindergartners to possess themselves of that more friendly zeal if they wish to see their great work acceptable to public school authorities.

Mr. Griffith, of Utica, writes as follows:

It is not necessary nor wise for advocates of the kindergarten, for

instance, to argue that kindergartens are of more general value than the academy, and should be supported sooner than the academy; nor on the other hand is it any more necessary to argue that kindergartens should be denied or neglected in order that the academy may have additional facilities. . . . In my opinion a system of schools in these days which would lay claim to completeness must include facilities by which any child may have free opportunity for a course of training from the beginning of the kindergarten to the completion of the academy. I hope the day is not far distant when such shall be our system. I would extend and sustain the kindergartens, where untold good may be done during the most impressionable age of the child. I would strengthen and support our primary and intermediate departments, where thousands get the rudiments of an education and the desire for more. I would uphold and well equip our magnificent advanced school and the advanced departments of our ward schools—the only high school hundreds of children ever reach. I would encourage, enlarge, and raise to the highest rank our Free Academy, whose influence should improve and inspire every school below it, and where the child of the workingman or of the millionaire may get that training which best fits him for life or for further study. If in our system of schools there is a deficiency anywhere, let us supply it; if there is a weakness anywhere, let us make strong that point; but it should not be necessary to do either at the expense of any other part of the system.

GAMES OF THE SENSES—FOR PRIMARY ROOMS.

"Ever through the senses Nature woos the child;
Thou canst help him comprehend her lessons mild."

As the principle that there should be continuity in education comes to be more and more fully acknowledged, one of the results is the discovery that play, especially rhythmical and musical play, is not only a valuable assistant in discipline, but a factor in education in the primary room almost as much as in the kindergarten. The first response to the idea is in the introduction of movement and gesture songs. But many of these are composed by those who have looked at the matter only from the external and practical side, have the words selected for the sake of the action, and either imitate some rude or mechanical activity, or taking some emotional idea, such as "Hailing the Flag," or the "Fire Call," for a basis, neglect the intellectual side; and the emotional, with the intellectual disregarded, is in danger of becoming sham sentiment and claptrap; while primary children, even more than those in the kindergarten, need plays with good language and interesting ideas to take the place of the foolish and often vulgar rhymes common among them. The principle of regarding the threefold nature secures the Froebel plays against the fault I have pointed out, and many of them, such as the "Clock," are quite suitable for the primary room; but most of all are the

sense games. The words at the head of this page are true of child and teacher as well, at any stage in education. The plays require no additional space, as only one or two children at a time need leave their seats; and they can be used at any time in the day when a change and rest from routine is desired, for they will connect with any lesson—geography, botany, hygiene, phonics and sol-fa, drawing or number lessons—and emphasize any ideas to be brought out in these. Before giving suggestions as to their use, let me say, as strongly as possible, that there could be no more erroneous idea than that such cultivation of the powers of the senses is with regard to pleasure to be obtained through them, though Courthope Bowen's remarks on the "Taste" and "Smelling" songs prove how much the subject is often misunderstood.

Froebel follows the natural method by working *from* the sense-impression, but he never stops there. The intellectual exercise of thinking and finding out the characteristic of the substance used leads directly *from* the sensuous; and the cultivation of the discrimination and judgment, making ever keener and closer distinctions, underlies the plays, with the further idea of action upon this knowledge, and responsibility for our use of it, which connects with the training of the will. Mrs. Browning's words well express Froebel's idea and faith:

"Without the spiritual, observe
The natural's *impossible*, no form,
No motion; without sensuous, spiritual
Is inappreciable, no beauty or power;
And in this twofold sphere the twofold man.

Holds firmly by the natural, *to reach*
The spiritual beyond it."

Froebel himself says: "The exact, strong, early cultivation of the senses is primarily important, both for man's earlier life, his childhood, and for his later life, his manhood, and especially as it does not, as with the savage, include only the bodily and physical, but endeavors earnestly to seek and perceive the innermost nature of things which lies in them revealed, and which is possible only by *considering*, *linking*, and *comparing* the workings of the senses. . . . and man's taste becomes genuinely good and pure only when he understands this language of things, and through it defines their nature and spirit by observing them, or by their influence on himself; and in both cases allows himself to be induced to action" (that is, to avoidance of the dangerous

and seeking of the helpful; in fact, to the proper use of the natural world). The child stands in a "great, wide, beautiful, wonderful world," of varied experiences, of which he becomes *conscious* through the avenues of his senses. Is it better to leave him to experiment blindly and ignorantly, or to guide him to conscious mastery of his own powers, and of the nature-world?

But to do this last the teacher should take up the matter from Froebel's point of view; should, if possible, procure the *Mutter und Kose Lieder*, as well as other articles on the subject in books and magazines, and try to enter into the true idea of the training.

As to the practical working of the games, they are to be found chiefly in Mrs. Hubbard's and Mrs. K. D. Higgins' books of kindergarten plays, but others can easily be arranged as well, and I will give a free adaptation of the "Taste Song," which I have arranged in rather less infantile form, and another for a "Hearing" game which can be set to any simple air (but to follow out the spirit of the idea, good music must be chosen, not street-organ tunes).

As to the mode of playing,* the child is blindfolded, and then something given him to touch, taste, or smell, and to name it, its material, or uses, while the verse is being sung by the others. For the "Hearing" games, another child sings or speaks behind him, that he may guess the voice; or the sound of rapping wood, breaking or tearing something, crumpling paper, striking metal, or any of the dozen other exercises may be used. For the "Sight" plays he tells, when the bandage is removed, what playmate has left the room, or what object has been moved, or names, from description given by the children, some object selected while he has been sent out of the room.

For a special instance, a lesson on the "Coverings of Animals" (somewhat after the ideas in Hooker's "Child's Book of Nature"), with special regard to adaptation to climate and surroundings, may be emphasized by playing the "Feeling" game, from Mrs. Hubbard's book, with pieces of fur, silk, wool, fish-scale, shell, etc. The next day after the lesson will perhaps be even better for reviving the thought than the same day. The ideas of Providential purpose and intelligent use for all things can be well brought out by using plants, soil, gums, and spices; in fact, every known form, material, and quality can be used and connected with some activity and purpose in playing these games. I have

*NOTE.—I give the directions for primary teachers who do not know them.

purposely used the words "cold" and "hot" in the "Taste" play, for to lead the child to think of such qualities in his food will connect with hygiene lessons on the care of the teeth, and against the intemperate (I must say so) use of ices and similar unwholesome food. The music and guessing play, while being an assistance in impressing the memory, give a pleasant association with the moral lesson, which would sometimes be tiresome if only given in prose. The verses I would suggest are as follows:

Come, little red door, fly open wide,
A message I bring for the keeper inside;
Is it sweet or bitter, or cold or hot?
What do you say, is it good or not?
Is it salt or sour, or tender or tough?
Will little or much of it be enough?
'Tis good, we say, when we taste the sweet;
Yet bitter in life we shall often meet.
There's a lesson in all, if we understand,
It is not by chance, but by wisdom planned;
But unripe things we must never taste,
For life and strength are too good to waste.

The whole of this song need not be used at one time, if found too long to give different children a turn. The latter half may be sung at the conclusion of the game.

The "Sound" verse is:

I have a story to tell to you;
'Twill make you wise if you hear it true;
Ears must be sharpened to play this game;
List to my story, and tell my name.

I do not speak particularly of the "Sight" plays, for equally valuable, they are less likely to be neglected than the others, being better understood. We do realize the value of this sense, and cultivate it out of all proportion to the rest; so that if anyone loses it in middle life, when it is very late to begin the cultivation of the others, he is more miserable and dependent than need be. How much can be done, both for knowledge and enjoyment, without either sight or hearing, is shown by the cases of Laura Bridgman, Willie Robin, etc.; why then should not all the senses of civilized man be trained to be useful to him as those of the savage are to him, not only for delight, but for warning? The latter use we seldom think of at all. There is as much reason for learning the full power and use of all our senses, their relations to each other and to the mind, as for gymnastic practice for the whole body. That one-sided exercise leads to one-sided action of the faculties is a truism, but an

instructive example is given by Dr. Carpenter in the case of a young lieutenant, who, having devoted his whole attention to the study of signals, became highly distinguished for his knowledge; it was found that the loudest noises beside his bed failed to rouse him; but he would awake at a whisper of the word "signal." It is equally true that the mind can deaden itself, as well as rouse, to certain sensations. If obliged to live where there are disagreeable sounds, or odors, from which we cannot escape, we half-unconsciously try to close our senses to them, and in time hardly perceive them. The boy who wants to imitate what he thinks "manly" habits, chokes down and conquers the nausea and distaste at first caused by tobacco and intoxicating liquors, until he becomes able to enjoy what once displeased his palate. How much the force of habit would equally help him to resist temptation, were that habit formed on the line of keen discrimination between wholesome and harmful, pure and impure, joined to the sentiment roused by childish love of music and poetry, and recalling the influence of a loved and respected teacher. The effect and training may be carried further by poems and stories bearing on the subject, such as "Charlotte and the Ten Dwarfs," "Susy's Little Servants," "Fine-ear," and others, and I think these things will make the children more active in all their lessons, from realizing the special power which helps with each and their own control over it.—*C. L.*

THE STORY-TELLER'S POWER.

That the story has a place and power in the kindergarten is so universally conceded that a plea for it does not seem to be in order at this time. Yet we are so apt to take the position for granted that it is well to review the reasons for our opinion.

Why has the story the place it occupies in kindergarten life, and what is the range of its power? The first question is easily answered. One needs not to walk far through the domain of child-life, or meet many little ones in the intimacy of confidence, before one hears the request "Please tell me a story." Do not then say, weakly, "I don't know any," losing your influence upon the opening mind, but straight-way make one for the occasion.

"Oh!" you exclaim, "I cannot do that. I haven't the story-making or story-telling faculty." But I answer that you do not know your power till you have tested it.

The simplest things are material for story-making, and the simplest words a medium for story-telling; and the first you may find all about you, while the second yields ready obedience to your will. In illustration I have in mind a child of three-and-a-half years, full of life and boyish spirits, who one day approached his cousin and climbed in her lap with the request for a story. Unwilling to refuse, she cudgelled her brains and cast her eyes about to find something to give in response, while he cuddled in happy anticipation. Suddenly she espied one of his picture blocks, and seizing it told him a simple story, not filled with dramatic incident but satisfying, as evinced by his laconic remark at its termination, "More." The block was turned and the process repeated. Again the insatiable listener cried "More," and again and again, until each of the six sides of the block had furnished a thread on which to hang a tale.

What was the significance of this, and what is the significance of the similar occurrences going on over the length and breadth of the land? Is it not that there is a need there which can be met and satisfied by the story? The child-mind looks out upon the world and sees so many new and strange things of which it craves knowledge, a knowledge that you can give by simple story-telling. The world is all before you to choose from.

There is no space here for scientific formula, no power to receive or comprehend it; but there is the power to grasp the scientific fact given through the story medium. Take the processes of evolution in the growth of a plant from its seed to its flowering time, and the crown of its life the fruit which cradles the seed. Tell it as a story and see the quick attention that will be accorded you, and the result, real appreciation of plant life and an unconscious growth into the realization of the mystery and ascent of all life.

One of the children of our kindergarten—as typical a boy as one could well imagine, and not by nature over-gentle—brought me two violets and a leaf which he wished to pass about the circle. "Be careful," he cried out as the tiny nosegay started on its round, "don't squeeze the violet-life!" On its return he said: "Now give it some water to drink." This carefulness, I think, is the direct result of the nature stories we have been having, and is a strong argument for their power. What a power and training!

The story being admitted to the kindergarten and its ground proven, we have to ask ourselves: "What is its range?" This, in the very nature of things, has been at

least partially answered in what has gone before; for given the story as an imparter of knowledge and its range is as vast as the domain of knowledge. Could one have a wider field?

I am not advocating a surfeit of stories, for then their significance would be lost; but I have found that a good story absorbed in the life of a kindergarten, and made, for the time being, its pivotal point, is a power I would not willingly dispense with. Illustrate it in gift work; draw it on paper, and by all means let it speak from the black-board. Put it on sewing-cards for the children to delineate and you will find, without pressing it home *ad nauseam*, that the children have absorbed it and made it a part of themselves.

Now a word as to the method of story-telling. I know of but one rule beyond the necessity for simplicity of language, and that rule is: "Be yourself." Be thoroughly familiar with the story, be it your own creation or an old story retold, and then tell it in your own way. With gesture? Yes, if the gesture comes naturally to you and grows out of the story—otherwise no. It is not an essential, and then children quickly detect the artificial. Let the method be so truly a part of yourself that you are not conscious of method. That is a successful story which has the power inherent in itself, and does not require conscious effort to sustain its interest; one that has been so absorbed by the teller that it tells itself.

Thus the story holds its royal place in child-life, and bears fruit in acts which cradle the seeds of principle that ripen into character.—*Cornelia F. Crary.*

A SPRING-TIDE FAIRY TALE.*

(Being an old friend in a new dress.)

Once upon a time there lived an old king and queen who had a beautiful palace, as wide as the world and as high as the sky. One day there was born to them a lovely little daughter, with eyes of violet blue and hair of daffodil gold; with cheeks like the apple blossoms and breath like the perfume of primroses, and a voice as soft as the ringing of fairy bells. She was to be called the Princess Flora, and there

*This story is intended to follow lessons on The Wakening Activities of Nature, as given in E. G. Howe's papers in Vol. 3 *KINDERGARTEN MAGAZINE*, or the "Child's Book of Nature," and to be followed up by such songs as "Wake, Says the Sunshine," and other songs of the waking flowers. It is perhaps more adapted to The Transition Class than to the Kindergarten proper.

were great rejoicings at her christening, to which all the fairies were invited. So they came by hundreds, bringing the princess wonderful gifts; exquisite perfumes; robes of the quaintest and most curious patterns dyed with sunset and rainbow colors; dainty caps and hoods, with furry or velvet linings, and jewels that looked like sparkling dew-drops. But, best of all, they said that she should be of so gentle and tender a nature, so graceful and so gracious, that she should be loved by all, and should give delight wherever she went. The king and queen were very happy, and all was going merrily when, just as the festival was at its height, who should appear at the open window but the old fairy, Frigidia, who had not been invited, as everyone thought she had left the country. And indeed they were glad of her absence, as they would have feared lest her cold air and harsh voice should frighten the poor, wee princess. Everyone shivered at sight of her, as fixing her cold, glittering eyes on the king she said sternly, in a voice that whistled like the winter wind, "I declare that as soon as the princess is grown up she shall die from the prick of a spindle." Having said this she vanished, and all remained chilled with fear and grief, and the queen began to weep, when a lovely young fairy named Vita stepped forward and said: "I cannot take back Frigidia's word, but believe me, the princess shall but *seem* to die, and shall only remain in a deep sleep until a prince shall come who shall have power to awake her." At these comforting words Princess Flora's friends were cheered and tried to forget the words of Frigidia. They took the most tender care to guard Flora from harm, and she grew more blooming and sweeter every day. She was the same to all, and as friendly to the poor as to the rich; her bright face was often seen in sick rooms, and even within prison walls, and she shared her fairy gifts with all alike. But at last one day, when the princess had quite grown up, she was wandering about the palace when she felt a breath of cold air, and looking up saw an open window in the roof which she had never before noticed; beside it sat a little old woman, busily spinning with a silver spindle, while piles of snow-white wool lay heaped around her. "Oh, Goody, what are you doing?" cried the princess, for she had never seen a spindle before. "I am spinning this white wool to make blankets for your bed, my child," said the old woman, who was really Frigidia. Just as she spoke the spindle dropped, and in falling struck the princess, who instantly fell down as if she were dead. Everyone now knew that the

time must have come for the fairy's spell to work, so the princess was laid on her bed and soft coverings were thrown over her, and then Frigidia, who was not really so unkind as she seemed, touched with her wand the attendants and companions of Flora, so that they also fell into the same deep sleep, in order that they might be ready to wake again when the princess needed their services. The musicians and singers who had filled the palace with melody had, at the first sound of Frigidia's voice, laid by their instruments and hidden themselves away in dark corners or fled to other courts, and as the king and queen were away on a long journey, the cooks and confectioners and perfumers, who had been at work for the court, went to rest also, and Frigidia and her servants took charge of the palace. They took down the gay hangings and decorations, and covered everything up and drew down the blinds. Then they made a hedge of bare, thorny branches, and a great, white wall topped with glittering spear-points around the palace, locked the gates, and kept guard so that no one could get out or in. From time to time efforts were made to set free the princess, and sometimes a part of the wall would be broken down, but Frigidia and her servants always built it up again, until at last young Prince Vernus, the son of King Sol, came riding up. He had laughing eyes and hair like sunshine, and with him came brave friends and merry companions, singing aloud for joy. At sight of him Frigidia and her servants fled away, for their reign they knew was over, the walls fell down before him and the palace doors flew open. The prince darted in, and hastening to the room where the princess lay touched her lightly and called her by name, and she opened her soft eyes and said: "Oh dear prince, how glad I am to see you; I have been waiting for you so long." Then the king and queen, who had just arrived with the good fairy, Vita, came in to embrace their daughter, the fairy touched all the sleepers with her wand and awoke them, and a great festival was held, for all rejoiced that Frigidia's reign was over and that the sweet princess was restored to them.—*C. L.*

HOW TO VITALIZE TEACHERS' INSTITUTES.

Mr. Henry Sabin, the Superintendent of Public Instruction for the State of Iowa, has sent a course of study with practical suggestion, which is calculated to bring a uniformity into the normal institutes of that state along the most progressive lines. We reprint the suggestions in full, for the

benefit of readers who are anxious to see the co-relation of the kindergarten and the public schools, through a prevailing spirit, rather than by means of any system of method. Mr. Labin makes the following recommendations:

1. *Mental Arithmetic.*—While this subject is placed in the third and fourth years it should not be neglected at any time. It is not daily lessons in purely mental work which ought to be insisted upon, so much as it is mental processes: —the habit of carrying on promptly certain steps in calculations mentally with a view of increasing both rapidity and accuracy. Instructors should insist upon this point and should impress it so strongly upon the minds of the teachers, that they will take it with them into their schools. City schools and country schools are largely deficient in this kind of arithmetical work. What is needed in the institutes is mental arithmetic and how to apply it.

2. *English Language.*—It will be noticed that we have made a change in language by which methods in teaching English composition are brought nearer the elements of rhetoric. At the same time we have left enough of the subject in other years to suggest to the instructor the importance of doing much constructive work in language. There is no more important subject in the entire course. We desire especially to impress upon both instructors and teachers the *absolute necessity of emphasizing the spelling exercise*. The only way to teach spelling is by spelling, and the institute class is a good place in which to exemplify the rule.

3. *School Management.*—This is a most important subject and should be handled by an experienced instructor. There are so many conditions which cannot be foreseen, or which are influenced by the environment of the school, that only general rules and directions can be given for the guidance of the teacher. Common sense, tact, skill, the power to adapt one's self to circumstances, the ability to meet parents and win them over, the power to endure the many little annoyances which come into the schoolroom, and to free the routine of the work as much as possible from friction, all these are a part of the equipment of a good teacher. School management is the weakest point with many teachers. Every county superintendent knows this. He can count scores of teachers in his county who fail, not through ignorance of subject-matter, but because they are deficient in school management.

4. *Nature Studies.*—Whether *Nature Studies* will degenerate into a school fad depends upon the understanding which

the teacher has of the subject. The method is very simple in the hands of a skillful teacher. First awaken curiosity and thus induce the child to observe; from observation he gains knowledge; through knowledge comes the power of expression; and let the entire exercise minister to his pleasure. But the teacher cannot do this without study and careful preparation. The instruction in the institute should here take hold upon the world of nature. The teacher *can* if she *will*. The purpose of the institute is to show her *how* she can; her love for her pupils, her interest in her work ought to stimulate her *will*.

5. *History of Education*.—It is true in a general sense that too much is undertaken in our institutes in this line of work. It is not best to attempt to cover the entire ground. There is, however, a certain character of work which may be considered with profit to the teachers. The spirit which characterized the work of David P. Page, and the life of Horace Mann; the clear-cut yet simple philosophy of Froebel, and the self-denying labor of Pestalozzi, are illustrations of what may be taken up here. If we cannot yet introduce the kindergarten into our schools we can cultivate the kindergarten spirit in the heart of the teacher. The spirit of true teaching is the same today that it has always been. The object of this subject is to enable teachers to recognize this spirit, and to strive for it as for the highest prize within their reach.

6. *Study of Children*.—Very possibly some county superintendents may wish to introduce other subjects in place of this. Indeed it is better to do so unless there is among the instructors some one who is especially adapted for this work. It is true, however, that the hour has come to call the attention of teachers to the fact that the supreme object of the child's education is the child himself. Few teachers are prepared to take this work up scientifically, but many of them can be made to see that the individual characteristics of each child, physical, intellectual, and moral, ought to be more closely studied than they are in most schools. What is a reasonable requirement in the case of one child may be unreasonable in that of another in the same class. The pupil is to be praised or censured according as he puts forth an honest effort to accomplish his task; not for success or failure, but for his self-exertion. Then there is the general study of childhood in which teachers need direction. We believe that there is a field here for much valuable instruction in the institute.

A MAY-DAY SONG.

Bring we hither blossoms sweet,
All enwreathed in garlands gay,
While we joyous rhythms beat,
Lending voice and dancing feet
On this gala day.

Of the handiwork of spring
All that's choicest in the land,
At this May-time let us bring;
Round our May Queen let us sing,
Dancing hand in hand.

Fairer is this queen of ours
Than all else on earth today;
Crown her, then, with rarest flowers,
Grown for her in shady bowers—
Queen of all the May.

Every little flower in town
Must elated feel, I ween;
For, attired in freshest gown,
Each one peeps from out the crown
Of our May-day Queen.

—Anne Burr Wilson.

THE BEHAVIOR OF THE CHILDREN IN SCHOOL.

This is closely connected with the moral principle and its development, and yet not altogether as purely so as is generally supposed. Wrong behavior is often a consequence of want of occupation, want of interest, or infection of manner and feeling. A child is called naughty because she gets through her work easily and is full of restless activity which she cannot help expressing in some way, or full of fun and frolic which must have vent. Or perhaps she is misunderstood and cannot right herself. She does not deserve punishment, but needs sympathy or work. The sensible teacher will provide for this need and the child will become good.

A habit of helpfulness will correct a large share of these cases of wrong behavior. Let the children learn to help each other, to work together, to do different parts of one task, and feel that they have something to contribute to the general good, or some responsibility about a child who has a hard time, and they will be almost sure to do well as mem-

bers of the little community. In some schools pupils take turns in the care of the room during school sessions, to keep it in order, to distribute books and material, to arrange the teacher's desk, to wait upon visitors, and to beautify the room. This is the kindergarten plan, and it is finding its way into other schools; it is a preventive of disorder or indifference as to the behavior of the school.

Also children of one grade may contribute toward the work of another grade. The sewing classes may make the aprons and caps for the cookery and manual training classes. The manual training classes may contribute utensils in return. The kindergarten class may present some of their decorative paper or clay work to the other rooms or for some festival, or the cookery class invite others to an occasional lunch. This community of feeling and pride creates comradeship and desire for mutual benefit, or makes an *esprit de corps* that sets a high standard of general behavior which controls individual behavior.

Good literature has a most favorable influence upon the conduct of a school. So many fine poems and stories of heroic character may be made use of, and the insensible building of high ideals be begun in the child's mind, as to give tone to the spirit of a whole class. The child grows continually toward his ideals of truth, goodness, and beauty. Besides the resources of literature and history, he has constantly before him the personal life, bearing, action, and influence of his teacher. This is the greatest factor in building up the character of the child in his school life.

No correct judgment can be made upon conduct except through sympathy and love. Tact and experience will often put a very different estimate upon behavior than is made on a superficial consideration. One must discriminate between motives as well as appearances. A study of individual temperament and circumstances and wise letting alone is often more to the purpose than criticism or censure. The child will come to himself more promptly if not driven to assert or defend himself. Mme. de Genlis, the governess of Louis Philippe, said not a moment should be left to idleness in a child's day. She believed in activity and companionship. It is safe doctrine. If a child is disposed to be troublesome set him to work or study or play with good children. Never set him off with bad children. If you classify him as mischievous, he will act up to his reputation. Take as little notice as possible of a troublesome child. He is often morbidly bent upon holding your whole attention. Assume that

he wants to help rather than to hinder, and give him entire diversion from his prevailing form of naughtiness. Good behavior like bad behavior is contagious. It spreads from a center.

Finally, do not expect mature behavior from a child. He cannot keep long to one thing or to one spirit. Meet him half way with some new work or diversion. Encourage him if he needs it, and help him to forget himself, but be sure that he is happy when he has done well.—*Louise Parsons Hopkins.*

THE LAND OF STORY BOOKS.

At evening, when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now with my little gun I crawl
All in the dark along the wall,
And follow around the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie, =
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are the starry solitudes;
And there the river by whose brink
The roaring lions come to drink.

I see the others far away,
As if in fire-lit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of story books.

—*Robert Louis Stevenson.*

EASTER PROGRAM OF THE CHICAGO FROEBEL ALUMNÆ.

The regular meeting of the Chicago Froebel Alumnae Association was held April 6 at the Scammon school. The subject under discussion was Easter work in the kindergarten, and the talk turned to the question, "How far shall we suggest to children the truth symbolized in our Easter work?" It seems best, as springtime comes, to recall in the kindergarten the autumn, with its rich fulfillment of the year's promise, and to dwell, for a little, on the waiting time of winter, that the children may the better realize the awakening of apparently dead nature. Again and again we watch the renewed life as the animals come from their winter quiet, and life returns to the earth in each plant that begins its growth. And there is a longing in the human creature to get out of cramped surroundings, and feel himself a part of this new pulsating manifestation of life. As these experiences enter into the daily life of the kindergarten child, do they not sufficiently foreshadow the eternal existence of life. "It is as if we were tracing circles, large and small, but always the same curve, until at last we know it so well that the broken arc stands for the perfect round, and even if its sweep is so large as to take it beyond our sight, our thought unhesitatingly follows it." Through stories as through nature study can truth be made known to us, and Miss Jennie Smith read the following story of her own, appropriate to the season:

Central Thought: the Awakening to New Life.—The Type: A Child Awakened by a Heart-call.—Some Awakening Calls.—Mamma's voice summons from sleep to new life, or the bell at home; the school-bell calls to new life; the sun, the glad songs of the birds, flower buds, pussy willows, butterflies; leaves, etc., unfold.

The child wakens to new life at some of these calls, and to the highest life when awakened by a heart-call, for then he is Christ-called.

HELPFOREVER FLOWERS.

Once upon a time, children, I knew a little girl who wanted something very much. Now what do you think it was?

Well, it waſ a flower garden of her own. So she ran home from kindergarten and said: "O, mamma, how I do wish I had a flower garden; but I know I can't ever have one, mamma, 'cause we live upstairs and we haven't any garden."

Her mamma told her that everybody in the whole world could have a flower garden of their own if they just tried and tried and tried some more.

So this little girl tried and tried and tried some more, and she truly did have a flower garden, and it was just the shape of her heart. In her heart-garden grew a wonderful bush, and on this bush grew sweet flowers, called helpforever flowers.

Sometimes the little girl picked a flower and carried it to some one who was ill. Sometimes she carried helpforever flowers each day to her mamma and papa; often she brought some to kindergarten. Now the best thing about this wonderful bush was that every time the little girl picked a helpforever flower and gave it to others, more and more, sweeter and sweeter, helpforever flowers grew in her heart-garden.

One day a mamma and papa bird flew around in the sunshine among the buds and pussy willows, hunting for a place to build a nest. They flew into the little girl's heart-garden, and built their nest in the helpforever bush. These birds were not sparrows, robins, or bluebirds; they were called by everyone who knew sing-away-everyday birds.

When the little girl found the birds, she ran into the house and brought crumbs, seed, and water, and put them near the bush. At last there were some baby birds in the nest, and after awhile they were all big enough to fly. So one flew north, one flew south, one flew east, and one flew west, and best of all, they always carried helpforever flowers to some one in their bills.

And more and more flowers grew on this wonderful bush in the little girl's flower garden that was just the shape of her heart—and yours too.—*Emily M. Pryor, Sec.*

HOW OUR CHILDREN LEARNED A LESSON.

The following story was written for the purpose of showing the children that they should not pull the blossoms. Whether it was the effect of the story or the knowledge of the fact that their teacher did not like to have them do it, cannot be told, but after hearing it, only branches and twigs of such fruit trees as were desired for study were brought by these children:

The dear old apple tree was very happy. Her largest babies were already dressed in their pink and white frocks. Some of the little ones were not more than half awake, while the very tiniest ones of all were still fast asleep.

Their faces had been washed in the early morning dew, and the little sunbeams had come down to dry them.

The south wind came along, and seeing them looking so bright and happy, she called out: "Good morning, you pretty apple babies, would you like to have me give you a little swing?"

They called back: "Yes, yes, that is the very thing we would like."

Just then a saucy robin flew down among them. "I would like a swing, too, if you please, south wind," he said. "And here comes my little wife. She is fond of swinging as well as I."

The south wind was very good-natured, and she swung them all together; first gently, and then higher and higher.

The poor apple tree grew very nervous for fear some of her babies would fall off or tear their pretty dresses when they swung so high.

Robin Redbreast and his wife sang a little song. It was their way of thanking the south wind for giving them such a nice swing. Then south wind went off to visit the peach tree who lived with her family on the other side of the garden.

Bumble Bee flew over to make a morning call. He talked so fast that you and I could never understand him; but the apple babies understood every word he said, and nodded gayly at him.

The apple tree was very proud of her babies. She thought what lovely children they would all be by autumn. She would take the very best care of them all summer.

While she was thinking and planning about her large family she saw Master Jack come walking into the garden, and she was so frightened she began to tremble all over. She remembered Jack very well. She saw a great deal more of him last spring than she liked. He came every morning and broke off ever so many branches where her dear babies were sitting; and here he was again!

Jack came straight toward her. He reached up and pulled down a great branch, and was just on the point of snapping it off when a sweet voice called: "Jack! Jack!" and a little blue-eyed girl ran up to him, and putting her hand on his arm said, "Oh, Jack; don't break the pretty things off! Just think how many good apples you are spoiling. Please leave them to grow. They look so pretty on the tree; but they will soon fade if you break them off."

Jack was not a bad boy. He had never thought how he

was keeping apples from growing when he broke off the pink and white blossoms, and he was very fond of his little visitor, so he let the branch swing back again, and ran off to play with her.

□ The apple tree held her breath until she heard him say: "Mollie, I am not going to pull the blossoms any more. I thank you for reminding me what I was really doing."

In the autumn Mollie came to visit Jack again. One day they were walking in the garden, when bump came something right down on Mollie's head.

The dear old apple-tree mother had not forgotten the little girl who had saved so many of her babies; so she sent down one of her very nicest grown-up children with a message to her. And it whispered how glad it was that she had made the thoughtless Jack think what mischief he was doing, and so spared so many of her dear brothers and sisters.—
Lillie Parks Gunnell.

BABY'S EYES.

What shall I do with my baby's eyes?

With my baby's eyes so blue?

Teach them to see God's wonderful gifts

In the world that baby goes through.

Teach them to see when a word would hurt,

To see when a look would cheer;

To be loving eyes, and then I know

They will ever be bright and clear.

What shall I do with my baby's hands,

Hands so tiny and small?

Teach them to take, to hold, to give,

To be ready for one and all.

Ready to take their share of the load,

And work with a willing heart;

To be loving hands, and then I know

They will always do their part.

But what shall I do with my baby's heart,

The greatest of mother's care?

I'll try to make it a loving heart,

And then I know 'twill be fair.

A heart that will weep with those who weep.

And smile with the ones who smile;

If I only make a loving child,

'Twill be surely worth my while.

—*Maud L. Betts.*

MOTHER NATURE AND THE CHILDREN.

"We are borne into life: it is sweet, it is strange;
We lie still on the knee of a mild mystery,
Which smiles with a change:
But we doubt not of changes, we know not of spaces;
The heavens seem as near as our own mother's face is,
And we think we could touch all the stars that we see."

MRS. BROWNING.

It is the child in the midst, holding vital relations with the All, and as yet unconscious of his own separate existence. The cords binding him to the universal life are still unbroken. With growing consciousness these will be severed, and he will know himself as a separate entity. It must needs be; separation is necessary to a conscious, spiritual union. Yet herein lies the danger, that the separation becomes final, and he begins the woeful experience of an isolated existence.

His relations with his mother are a foreshadowing of all future relationships, in widening and ever widening circles. If during the period of physical dependence the spiritual tie uniting them be strengthened, as the physical bond weakens and loosens he will become her own in a far deeper sense than was possible during his unconscious infancy.

It is now, while he is still in unconscious union with nature—the universal mother—that a love and sympathy may be awakened that will lead eventually to the recognition of the unity of life. But how? Through his own activity. Let the child represent the life of nature and he becomes one with it.

In the kindergarten this finds fullest scope. He gathers nuts with the squirrel, apples with the farmer, and threshes the wheat that had been sown in the spring, the thought of the harvest culminating later in the spirit of thanksgiving.

Seeds are treasure boxes in which something infinitely precious is hidden away. He sees in what manifold ways these are cared for. Again the seeds are little brown cradles, and he is told of the baby-plant within, asleep, and of the store of food that Mother Nature has provided against the waking-up time. Winter is the long night of the plant world.

In songs he tells the trees to put on their "dresses of red and gold." He sees these fade and fall, and says that Mother Nature is covering her flower children, because they are cold. Again the children waken and cry, and this time she comes with a warm, white blanket, and they cry no more, but sleep soundly till the beautiful dawn of spring.

Little Jack Frost, with his wonderful pictures, bridges of ice, and snow crystals, is a prime favorite. The circle is a skating rink, where the children move rhythmically forward in time to a skating song.

But the night passes, the dawn breaks, and the plant world stirs and wakens to the song of returning birds. So warm is Mother Nature's hand in his, that he, too, feels the thrill of renewed life to which all creation responds.

The pussy willows put forth their funny little heads, the leaf-babies burst their brown cradles and flutter the tender green of their young leaves, and the dandelions scatter their bright gold for rich and poor.

The kindergarten circle is a pond now, with fish swimming and playing in its clear depths. Again it is a garden, and seeds are planted. The sun sends his warm rays, and the clouds showers of rain; and the little plants waken, grow, bud, and blossom.

Birds build in this garden, and we have the father and mother birds; the nest-building; the brooding, waiting time; and the baby birds tenderly cared for till they are able to fly away and care for themselves.

Here, too, are butterflies, fluttering from flower to flower. The children know of the former life, for have they not themselves crawled on the ground in the guise of a caterpillar, spun the cocoon, and after the long sleep, wakened to the glorious life of the winged creature?

The morning talk gives the keynote for the day, furnishing a basis for the intelligent representation of the idea in gift, occupation, song, game, and story.

As the child finds the material he uses plastic to his own creative thought, will not this waken a feeling that will finally culminate in the thought of creation as simply a mode of thought for the Creator?

Will not the child who has been held so close to Mother Nature's heart, in later years thrill with a sense of kinship to earth and sky, while reaching out and beyond for the One Life that is All and in all?—*Helen Mar Douglass.*

KINDERGARTNERS who are looking for helps in connection with Froebel's "Song of the Five Knights" will appreciate the article which appeared in the March KINDERGARTEN MAGAZINE, entitled, "A Plea for Froebel's Symbol of Knighthood," and the story of "Edgar," both prepared by Miss Mary Miller. In the January number of *Child-Garden* for

1894 will be found a picture of the castle in the distance; in the December number of *Child-Garden*, 1894, will be found the picture of a bugler or squire on horseback, and the story "How Cedric Became a Knight," by Miss Eloise McGregor. The extensive article on the same subject, written by Miss Susan Blow, appears in the April and May numbers of the KINDERGARTEN MAGAZINE, and admits of careful study and reading.

THE DANDELION.

(Song and music published by Joseph Flanner, Milwaukee, Wis.)

"Oh, dandelion, yellow as gold,
What do you do all day?"

"I just wait here in the long green grass
Till the children come to play."

"Oh, dandelion, yellow as gold,
What do you do all night?"

"I wait and wait while the cool dew falls,
And my hair grows long and white."

"And what do you do when your hair grows white,
And the children come to play?"

"They take me up in their dimpled hands
And blow my hair away."

Oh, bright all day in the grass, like stars,
And fit for a chain of gold.

The children laugh when they see him smile,
But they love him best when he's old.

—Mrs. E. P. Erskine.

WANTED—A BAKER'S DOZEN OF THINGS.

1. Wanted, a list of the three books most helpful to young kindergartners who need to supplement their inexperience.
2. Wanted, stories of heroic deeds done by people personally known to the author; also tales of heroism among children; also stories about unusual pets.
3. Wanted, descriptions of such games as are best adapted to out-of-door play circles. Suggestions of how to interest young people in national games and sports will be acceptable.

4. Wanted, a sketch of Canadian or English home amusements, winter sports, etc.
5. Wanted, information from some one with experience on how to organize and conduct a story-teller's club.
6. Wanted, aggressive kindergartners out in the field to use their eyes and ears for the benefit of their fellow kindergartners, and exchange interesting news and notes through the KINDERGARTEN MAGAZINE.
7. Wanted, reports of the latest improvements in training-class methods, school programs, or educational supplies.
8. Wanted, suggestions for a national Froebel birthday celebration in April, 1896.
9. Wanted, educational workers to indorse the KINDERGARTEN MAGAZINE as sound reading for those in the professional kindergarten work.
10. Wanted, five hundred earnest workers each to enlist the active interest of five influential people toward organizing kindergarten associations during the coming year.
11. Wanted, children's stories for publication which shall be appropriate literature for primary school reading.
12. Wanted, a series of articles on home gardens, presenting the methods and experiences of an enthusiastic gardener.
13. Wanted, a discussion of what is the right kind of work and play for children on Sunday afternoons, wintry and rainy days, when outdoor life is impossible.

"Is there anything printed which would be helpful to a kindergartner teaching for the first time in California? It is difficult to arrange the program in a section of the country where the seasons, flora, and fruits are all strange. It is necessary to change our usual songs to suit the California child's environment and this is bewildering."

Will some California kindergartner come to the assistance of our inquiring subscriber?

FIELD NOTES.

Kindergartners Attention!—Special headquarters for the kindergartners attending the National Educational Association have been secured. "The prettiest place in Denver" is the description of the headquarters. A special train will carry the kindergartners from all parts of the East, including, among others, the officers of the department, Miss Wheelock, of Boston, and the New England workers. For detailed information address Miss Lucy Wheelock, Hotel Oxford, Boston, or KINDERGARTEN MAGAZINE, Woman's Temple, Chicago. A full printed circular of routes and scenery may be had on application. The special train leaves Chicago on the evening of July 5. The diagram of the sleepers is now at the office of the KINDERGARTEN MAGAZINE, Woman's Temple; applications for space will be taken care of and the choice assigned in order of application. Lower and upper berths assigned until the capacity of the car is complete. The price for a double berth from Chicago to Denver is \$6—\$3 each for two persons in a berth. The ticket rate will be one fare, plus \$2 for the round trip. Tickets may be sold from any point in the United States via Chicago, over the Burlington route—such tickets will be good on our special train. Miss Wheelock writes from Boston: "We have promise of a good delegation from here, and I have glowing reports of what is to be done for us in Denver. Our train to connect with yours at Chicago will leave here July 3, via Montreal. Eastern workers should write to the following address for full particulars: Mr. Geo. H. Houghton, 306 Washington street, Boston. We are hoping for a glorious meeting." Mr. James L. Hughes, who has had charge of securing our headquarters, has just returned from Denver and is heartily enthusiastic over the opportunities of sight-seeing and refreshment which await our teachers. "You will stand one step nearer heaven than ever before in your lives when you get to the top of those mountains." Secure your sleeper accommodations on our special train as early as possible.

THE Philadelphia Branch of the International Kindergarten Union held its March meeting in the Girls' Normal School at half-past three o'clock. As we have been engaged in the study of the Mutter und Kose-Lieder all the year, this meeting took the songs next in order, and the "Flower Basket" was the first one discussed. Miss Amanda Turner's paper on this song reviewed the teachings of former songs, showing that before this period the child has imitated and helped to the best of his ability, but that now he can *create* something himself and bestow it upon one that both he and his mother love. He can "weave the little basket," and bless by giving of his own. The pleasure and benefit will be greater if he himself plants and cares for the flowers that are to fill the gift basket. Mrs. Barber gave us her thoughts concerning the "Pigeon House." The child loves to rehearse his experiences because of sympathy evoked and also because of the resultant opening of mind and heart to perceive the inner meaning of things. This is the mother's priceless opportunity. The child's natural tendency to rehearse his experiences should be cherished by all caring for his well-being. It is productive of sympathy, of thoughtfulness, of unselfishness; not only are the happenings of his own life told, but he also extends sympathetic

attention to the related experiences of others; he is preparing for a larger brotherhood. In speaking of the Finger Plays that follow, Miss Alice Fisher said: "The physical medium in these plays is the muscular activity of the fingers; the mental theme, number; the spiritual beauty and truth. The development of the intelligent discernment and appreciation of beauty, as shown in the 'Piano Play,' is dependent on the recognition of the teachings contained in the preceding songs of the group." Miss Fisher traced the added teaching of each song, showing connection and progress. In connection with interest attached to counting, we were shown how the greater thoughts of time and rhythm and art, the mutual relationships of humanity, social and spiritual responsibilities, may be the outgrowth of this tendency. Miss Alice Campbell's paper dwelt upon the "Finger Piano," upon the inner voices that make the heart glad, that are not heard by the "outer ear." She advocated rhythmic movement accompanied by song, playing upon an imaginary flute, drumming upon the table with the same movement as when striking a drum, etc. "In this way the sound world comes into a sort of order in the child's consciousness and the joy of harmony and rhythm is felt." This childish experience will help in later life to produce the "joy in spiritual harmony which can be transmitted from the inner consciousness to the outer world of expression." Spiritual harmony subdues the allurements of the senses. "When the inner life is attuned to the harmony of God's life, a joy will fill every duty to be performed and the discords of the outer life will cease." Miss Lucy Law's paper upon "Brothers and Sisters" was next upon the program. The special teaching of this song was given as unity in repose, being a type of the higher unity of the whole human family with God. The keynote of the song is passivity, repose. Everything expressing quiet, peaceful rest is symbolic of the spiritual meaning of the song. In the illustration, plant life is for the first time absent, seeming to accentuate the fact that the material world is shut out, the soul communing with the Source of all life and power. The mother is a type of the enfolding love that encircles us all. Miss Warren traced the songs grouped in the "Children at the Tower," and then questioned what was the progression found in the latter part of the song. She said: "The words of the song are merely the covering of the great truth that disobedience brings its own reward, that all must obey the precepts of a higher authority or suffer the consequences. In choosing a game or song, we look not merely to its beautiful and dainty clothing, but deeper, into its heart and soul, else we shall find that we have eagerly grasped and held but an empty garment." Our president, Miss Constance Mackenzie, then introduced Miss Symonds, of Boston. Miss Symonds commented upon the papers read, adding suggestive thoughts. In closing she said: "We must be eager and anxious to help the child on every side. We must be alert." This meeting was also made more interesting by a display of weaving and sewing from the Boston Normal training class. Singing of songs is now always a pleasant feature of our gatherings.—*Mary L. Lodor, Cor. Secretary.*

HAMILTON W. MABIE, president of the New York Kindergarten Association, made the following statements at the recent annual meeting: "The New York Kindergarten Association has had four years of active existence. In the report for 1891 two kindergartens were recorded as under its charge, in 1892 three, in the report of 1893 eleven, and now there are fourteen in all, while the Board of Education of the city of New York, acting in sympathy with our movement, has incorporated the

kindergarten into the municipal system of public instruction. We believe that year by year the kindergarten more clearly proves its undoubted benefit not only as an educating, refining, and uplifting influence in the families of the poor, but as a philosophically accurate means of physical, mental, and moral development for children of every condition of life. Psychologists are just now paying "intense attention to that trait of human nature which may be called approbateness, though scientific observers are more apt to use the term "imitation." So-called "hypnotism" is an important branch of this subject, though I cannot help saying in passing, that the word and the phenomenon itself seem to me in great danger just at present of being dangerously over-employed. But this principle of imitation, this deep and abiding trait of the human mind, is the element with which all education, and all processes of civilization, have to deal; and it is this trait which is especially taken advantage of for the betterment of the mind and the heart in the kindergarten —at the very time, at the plastic moment, when "imitation" may do its most baneful or its most beneficent work. It would appear then that the more scientifically the mind is studied, and the farther is carried the "discovery of the child," the sounder appears to be the philosophy of the admirable device invented by Froebel. But probably no one here needs conversion to the kindergarten system, and if he does, the best means of conversion is the kindergarten itself. Every kindergartner in New York is doing untold good to individuals and to the community. How far this work shall extend depends upon the number of people who can be brought to realize the good that is being accomplished, and that may be accomplished. We desire in the future to place this work upon a firmer basis; it would be well if the association did not have to rely so much upon occasional entertainments for its financial receipts. Whether we have fewer or a greater number of schools, the support should be more regular. If the association had done nothing else than to encourage the most thoughtful and earnest members of the New York Board of Education in the introduction of the kindergarten—though but in an experimental way—into the general scheme of public education, it would have accomplished a great work. It is our hope that the public school kindergartens will be so conducted, and will produce such results, that their number and efficiency will be speedily increased. It is the desire of the managers of the association that every member should consider himself or herself also a "manager"; and that the cause should be forwarded by individual effort in every direction. Certainly no cause is worthier of devotion, none better fitted to kindle an abiding enthusiasm.

FOR a period of fifteen years Madison, Wis., has had at least one kindergarten at a time in operation, but until recently the interest in kindergarten work has been confined to comparatively few. Much interest in the subject was awakened by Mrs. Sarah B. Cooper, who gave an address there in the summer of 1893, and left for distribution a large number of copies of the Golden Gate Kindergarten report. The good work this report did can hardly be estimated, for it told of the success of the work after a most thorough trial; it answered the questions continually asked concerning the effect of the work of these early years upon after life, especially where it has not been followed up by any but common school education. In the spring of 1894 the Board of Education opened their first kindergarten in one of the public school buildings, and in September the second was started. But before their plans were definitely known, a few ladies who had children began to

talk about securing kindergarten advantages for their little ones. They had a number of good books on the subject, and one took the KINDERGARTEN MAGAZINE. These books were diligently circulated, and in a short time enough mothers were interested to make it possible to start a kindergarten in the neighborhood. The more the mothers talked and read the more they felt the importance of this early training for all children, and they soon found enough who were interested to convince them that an association could be formed for the purpose of establishing, supporting, and encouraging kindergartens in Madison. A public meeting of those interested in the work was called, and about a hundred men and women responded. The subject was thoroughly discussed by Professor J. W. Stearns, Dr. Richard T. Ely, Mrs. Helen Campbell, and others, and it was decided to form an association. The organization was completed at a subsequent meeting, and the work of raising money, securing rooms and teacher, was immediately begun. The Board of Education gave the Association free use of two connecting rooms in one of the school buildings, a teacher and two assistants were secured, and the kindergarten opened September 12, 1894, with a very large attendance. A small part of the money to carry on the work of the Association was raised by membership fees, but the greater part came from the proceeds of a very successful art loan exhibition, which it is hoped will be repeated for the cause another year. Madison now has three free kindergartens, two connected with the public schools and one supported by the Kindergarten Association. There are also two private kindergartens. All are well attended and the need of many more is felt. Owing to increasing population, lack of buildings, and the growing expense of administration, the demands made upon the Board of Education are so great that there is little prospect of their opening another kindergarten in the near future. It is hoped that the Kindergarten Association will be able to supplement the work of the public school system still further by establishing other kindergartens in those districts where the need seems most pressing. Another sign of interest in kindergarten work is a Froebel Club which was formed last November. It consists of about thirty mothers, kindergartners, and teachers. The subject for study this winter has been the Mother Play, and these meetings are doing much toward creating a more intelligent interest in kindergarten work.

The Aim of the Cook County Normal Summer School.—The fundamental idea upon which the work of the Cook County Normal School rests may be massed in the single word, *concentration*. Recognizing the inherent relationship which exists among the various so-called branches of study, a systematic and conscientious effort is being made to give to each subject its place in a comprehensive course of study according to its pedagogic value in developing the child. The different departments offered by the Cook County Normal Summer School are, therefore, in no sense rivals for a first place. It is the ambition of each teacher to show, as fairly as possible, through the relationship of his or her subject, the part it plays in a scheme of education that is based upon the laws under which the human being develops. The faculty of the Summer school is composed entirely of the regular teachers of the Cook County Normal School. Many of these have been laboring together for years, each with unlimited freedom in working out the relationships of his or her own subject to the whole, and it will thus be readily seen that in this Summer school the teachers will be able to present work with a solidarity of purpose not equaled, perhaps, by

any other summer school in this country. Each teacher, however, is a specialist in his or her own department, and will therefore give particular attention to *subject-matter* for study. To this end the entire outfit of the Cook County Normal School is at the disposal of the teachers who attend the Summer school. This includes the museums, laboratories, manual training outfit, maps, pictures, gymnasium, and a large amount of apparatus illustrating all lines of elementary work. Special care will be given to the arrangement of the program, so that each teacher may have the widest range of opportunity possible to choose the subjects he wishes to study without conflict. While all the teachers of the Summer school are unified in aim, yet the work of each has a distinctive character of its own, and the whole will be given under the direction of Francis W. Parker. See advertisement elsewhere, and send for circular.

THE spring session of the school of the Chicago Commons Social Settlement offers the following attractive list of lecturers and courses: Four lectures on "Social and Labor Movements in London," by Percy Alden, M. A., head worker of Mansfield College House in East London; "The Social Settlement of the Congregational College at Oxford University," Rev. A. Holden Byles, pastor of the Congregational Church, Hanley, Eng., and leader in the Pleasant Sunday Afternoon Movement of the English Churches for English Workingmen; four lectures on "The Problem of the Unreached Majority"; two lectures by Prof. E. T. Harper of Chicago Seminary on "The Influence of the Religion of Israel Upon their Social Institutions"; Mrs. Charles M. Henrotin, one lecture on "The Federation of Women's Clubs"; Judge Nathaniel C. Sears, one of our Congregational representatives on the Cook County bench, three lectures on "The Development and Application of our System of Law"; three lectures by Professor E. W. Bemis of Chicago University on "Hopeful Methods of Social Reform"; President John H. Finley of Knox College, and editor of the *Charities' Review*, two lectures on "How to Help the Poor"; Professor Graham Taylor will preside and lecture on "The Application of the Social Settlement Idea to Church Life and Work." The school is open to both women and men, and will be held mornings and afternoons, beginning Monday afternoon, April 22, closing Saturday, April 27. A summer session will also be held August 22-29.

AT the second Triennial Meeting of the International Kindergarten Union held in Washington, February 23, in connection with the National Council of Women, of which body the Union is a member, the success attending the meeting demonstrated the advantage that comes from active coöperation with large bodies organized for work of similar aim and scope. The enthusiasm of the whole is communicated to the part, and the wise measures adopted for the advancement of the large body serve with equal value for the progress of each member. The kindergarten system was for the first time put upon the same plane as other large organized bodies for the common weal, and treated with the same consideration. The organic relationship existing between the kindergarten system and all other great measures for social advance was clearly shown, and constant reference was made to its importance by the speakers in the other departments of the Council. The strongest tribute was paid to its excellence and the clearest arguments for its support were made in the papers and discussions of speakers not professedly connected with the International Kindergarten Union.

UNDER the auspices of the South Park Kindergarten Association, of Chicago, the following series of lectures was given by specialists in various departments of the University of Chicago, who presented the latest scientific views on these subjects: Professor H. H. Donaldson on "The Building of the Brain"; Professor Marion Talbot on "The Feeding of the Body"; Professor E. O. Jordan on "Germs as Friends and Foes"; Professor J. R. Angell on "The Order of Development of the Mental Faculties"; Professor W. D. McClintock on "Stories for Children"; Professor Frederick Starr on "Games." This series of lectures was given in the cheery kindergarten room belonging to the association and was attended by parents, teachers, and kindergartners. The informal discussions which followed each lecture brought much valuable experience to the surface. Professor McClintock made the criticism that kindergartners go to an unnecessary extreme in personifying nature phenomena in their stories, such as Mr. Wind, Mrs. Appletree, etc. Professor Starr showed how the best games are as old as mankind, and suggested that one new game every two hundred years was a sign of unusual creative power. Both of these suggestions might be discussed to advantage by the kindergartners.

MRS. LOUISA PARSONS HOPKINS, of Boston, gave a paper on the "Philosophy of Froebel" and its adaptation to later school work, at New Rochelle, N. Y., March 11. She drew largely from her personal experience in supervising Boston public kindergartens. The first thought of her lecture was the historic development of the kindergarten. She compared Froebel's theories to those of the old philosophers—Aristotle, Socrates, Plato, Pythagorus, Comenius, and Pestalozzi. She showed how botany and other sciences could be taught little children through kindergarten methods, and elucidated the advantage of the preparation which the kindergarten gives the child for the modern method of reading, and other studies. "In order to be a successful supervisor of kindergartners one must be able to throw herself instantly into the current of the morning's work wherever she may find herself. A supervisor should play games with zeal, should sing with fervor, should inspire her workers to spontaneity."

FRANCES POWER COBBE writes in the little *Anti-vivisection Magazine*, published at Aurora, Ill., her views with regard to the establishment of the proposed biological laboratories at the Chicago University. She argues the rights of sentient life against the assumed rights to kill and torture, and balances "the possible physical gains" with the "certain moral losses" of the practice of vivisection. She entreats "the men of Chicago to pause for a moment in their hurry of everlasting business and reflect whether the perpetual stifling of compassion is a process which it is safe to employ at the summit of their educational system, when its results must trickle down through every stratum of the social order." And at the thought that the University of Chicago is coeducational she exclaims: "God help the nation whose daughters and mothers are vivisectors!"

THE San José Training School for kindergartners was first established by Miss M. F. Ledyard as a branch of Mrs. Wiggins' and Miss Smith's California Training School at San Francisco, and is still conducted by her, but is now an independent institution and one of the leading training schools on the coast, with a large and increasing number of students. Miss Ledyard's kindergarten was the first one adopted by a board of education in California, and now San José boasts of four

others provided for by the state school funds. Miss Ledyard's efforts to raise the standard of the kindergarten teacher has met with most gratifying success. Many of her graduates who have previously taken a high school course, or hold state normal school diplomas, are now engaged in introducing the kindergarten in other cities of the state as a part of the primary work of the common school.

THERE are nearly two thousand children enrolled in Alaska schools, though there is a school population of from eight to ten thousand. The government contributes about one-third to the support of the schools, and the other two-thirds is provided by the missionary societies. One of the obstacles to the progress of teaching in Alaska is the idea of the northern Eskimo that "tomorrow will be another day," and they make no effort to memorize anything for future use. However, the children seem to have a great desire to know the English language and study faithfully in the schoolroom, though they often fail to use what they learn outside; and they are uniformly well-behaved in the schoolroom.

THE Chicago kindergartners kept holiday on April 20, in honor of Friedrich Froebel's birth anniversary, meeting at the Hull House social settlement in hearty fellowship. A grand march was brought into line by the unique search of the partner who held the other half of a quotation which must be found in order to produce rhyme and sense. Mrs. Alice H. Putnam gave an eloquent "be of good cheer" address, and the old-fashioned games were participated in by all present. The Chicago kindergarten army is marching on, waxing strong, and growing in grace as well as usefulness.

KINDERGARTNERS must guard against all underestimation of the interest shown by teachers, school men and women, as well as citizens of communities, in their work. Sound, creditable work with the children cannot fail to arouse an interest, and this is inevitably followed by close inspection, criticism, questioning, and arguments. At this stage of the evolution careful, thoughtful, and substantial work must be done by the kindergartner. She cannot afford because of carelessness, indifference, or a lack of recognition, to turn away a single element of inquiry.

A SUMMER school of Christian Sociology is to be held at Oberlin, June 20-29. The general subject will be "Causes and Proposed Remedies for Poverty." Representatives of labor and of capital will have places on the program. Among the speakers announced are Dr. Gladdden; Thomas J. Morgan, a Socialist of Chicago; Samuel Gompers and James R. Sovereign, well-known labor leaders; N. O. Nelson, a wealthy manufacturer of St. Louis, and Professor J. B. Clark, of Amherst College, who represent the conservative side of the subject.

A MOST interesting circular announces the Clark University summer school to be held in the city of Worcester, Mass., under the direction of Dr. G. Stanley Hall. Outlines of the work which will be followed in pedagogy, psychology, and philosophy are most attractive. Special features will be a study of the best school programs and syllabi in this and other countries. Child study will be carried on with aggressive interest and the kindergarten will be given its proper place in connection with this study.

THERE are two free kindergarten associations in Salt Lake City, under the direction of Miss Alice Chapin.

THE Milwaukee kindergartners celebrated Froebel's birthday by giving a reception in honor of Miss Mary Hall, supervisor of the public school kindergartens of that city. On the evening of the twenty-first, several of the leading clergymen of Milwaukee gave addresses upon the kindergarten and its founder; Miss Hall also spoke of the kindergarten work at the reception. All friends of education were invited to be present.

AN International Congress on Childhood will be held in Florence in the spring of 1895. Papers will be read on various subjects pertaining to the physical, mental, and moral elevation of children. The subjects of children's hospitals and care of deaf-mutes until old enough to enter educational institutes will be discussed, and various others tending toward the advancement of the education of young children.

THE Washington, D. C., Kindergarten Club celebrated Froebel's birthday, the evening of April 22, in Luther Place Memorial Lutheran church. A paper was read by Rev. Frank Sewall on "The True Functions of the Kindergarten," a dramatized account of the life of Froebel, given by the Normal teachers' training class, and music, both vocal and instrumental, made up a very interesting program.

A SOUVENIR kindergarten number of *Rosa Pearle's Paper*, Sedalia, Mo., was issued April 5. The edition was conducted by a committee of Sedalia ladies for the purpose of establishing a fund toward the support of a free kindergarten. Among the contributors were Superintendent Long and Miss Mary McCulloch, of St. Louis; Mrs. Kendall, Miss Harrison, Miss Gray, and Miss Hofer, of Chicago.

A PUZZLED mother made inquiry of a kindergartner recently: "What does my boy mean by singing all day long in a dirgelike way? 'See, 'tis so so that he sows his body and feet!'" The kindergartner thought earnestly and at last recalled the song of the farmer, and explained that the boy must have misunderstood the words "sows his barley and wheat." Children are such literalists.

EVERY kindergartner who finds a lack of enthusiasm among the parents of her children ought to invest in at least 100 copies of our special campaign leaflet, "What Kindergarten Does for the Children." It will return unto her one hundredfold in interest and support. Price two cents each, \$1.50 per hundred. Sample copy free. Address Kindergarten Literature Company, Chicago.

BY an unfortunate mistake the name of Mr. James L. Hughes, "the kindergartners' friend," was omitted from the preliminary program of the N. E. A., published in our April number. Mr. Hughes will present the paper on the "Comparison of the Educational Theories of Froebel and Herbart." This will be one of the most important discussions of the entire kindergarten program.

MISS NANNIE B. GAINES, a kindergartner at Hiroshima, Japan, writes: "Whatever may be the subject on hand in school in any department, somehow the war forms the sentiment. The kindergarten children carry everything before them; nothing engages their attention but warlike preparations; so every invention turns into *Chan-chan bozu* (Chinaman), war ship, or something similar."

THE official bulletin and program of the thirty-fourth annual meeting of the National Educational Association has been issued. It contains beside the complete program from July 5-12, inclusive, cuts of the prominent officers and members of the National Educational Association, and much useful information concerning the hotels and other accommodations of Denver.

MISS HARRIET JENKS, of Boston, has just completed a course of songs and games given to Miss Woodcock's training class in Hartford, Conn., which was greatly enjoyed by the class and other kindergartners who attended. Miss Jenks is always a source of inspiration and strength in that she so successfully combines the work of theorist and practitioner.

BEGINNING the year of 1895, the kindergartens of Sacramento, Cal., became a part of the public school system. The kindergartners in charge were retained, but were required to hold certificates granted by the county board of education. Four schools are now in successful operation, and great interest is manifested in the work.

AMONG the kindergartners who attended the Eighth Literary School at Chicago in April were the following: Mrs. L. W. Treat, of Grand Rapids, Mich., with a large party of her students; Mrs. Lydia C. Brown, of Columbus, O.; Mrs. Katherine Whitehead, of Rochester, N. Y.; Miss Huff, of St. Louis, and Miss Lois Palmer, of Buffalo, N. Y.

THE teachers of southwestern Iowa met in convention at Council Bluffs, April 11, 12, and 13; and the teachers of northwestern Iowa at Sioux City, April 18, 19, and 20. Such topics as "The Social Relations of the Teacher," "School Holidays," "The Teacher in Practical Life," and "The Teaching Spirit" were under discussion.

AN appeal comes from a citizen of a western town as follows: "We need some one to come to our town and arouse our people. Can you not send us a kindergartner who could give a combination talk on the unemployed, the kindergarten, the cigarette habit, and social clubs?" Here is an opportunity for a versatile genius.

THE bill changing the school age from six to five years has passed the Missouri legislature, and is to be submitted to the people in 1896, which means an awakening of the people by the friends of the new education between now and November, 1896.

NEW YORK state teachers are enthusiastic over the Denver National Education Association meeting, since the right honorable president of that body for the present year is a New York state college professor, Nicholas Murray Butler.

PROFESSOR HENRY T. BAILEY, Supervisor of Drawing of the State of Massachusetts, lectured on "Color in Nature and in Ornament" before the Northern Indiana Teachers' Association at South Bend, April 5.

THREE ladies of the Pittsburg Kindergarten Association, Miss Macfarlane, Mrs. Van Wagenen, and Mrs. Clark, spent the Easter holidays in Chicago visiting the kindergartens and training schools of the city.

THE Baltimore Kindergarten Association announces that it will graduate its first class from the Training School for Kindergartners, which is under the direction of Miss Caroline M. C. Hart, in June.

DR. W. N. HAILMAN, superintendent of Indian education at Washington, D. C., delivered an address before the Teachers' College, April 20, in honor of Froebel's birthday.

A CHICAGO mother was heard to say to a prominent educator,— "The time has come when the mother must cease to be a shadow between her child and God."

IMPORTANT announcements will be made in the June number of the KINDERGARTEN MAGAZINE concerning the kindergarten outlook for the coming year.

THE cost of supporting a free kindergarten for fifty children, with two paid kindergartners, has been estimated at fourteen hundred dollars a year.

MR. EDWARD G. HOWE, author of "Systematic Science Teaching," writes: "My children are delighted with the *Child-Garden*."

BOOKS AND PERIODICALS.

"An Introduction to the Study of Society," by Albion W. Small, of Chicago University, and George E. Vincent, of Chautauqua, presents to the student of sociology the facts and material for careful study of social structures and functions. It does not aim to draw conclusions, it merely points the paths to deductions, but in a careful tabulation and discussion of social development and human relations the student is introduced to the systematic science of sociology. This science is constructive and synthetic. From the commonplace details of everyday experience is constructed the philosophy of human welfare which constitutes sociology. Yet the difficulty is in the complications and infinite combinations of social relations which render absolute statements in regard to details impossible. Only the outline of the possible and probable can be discussed in the limits of such a work, however; the real study must be based on laboratory methods of observation and deduction. In this "Introduction" to such study, main lines for thought and observation are indicated, sociology as a concrete science is defined and correlated, and some history of the growth of the science given. Socialism is distinguished from sociology as astrology from astronomy, and systematic socialism is shown to have made sociology a necessity. Social development is traced from the primary group of the family through social activities, all springing from the desires of the individuals to the complicated machine of specialized and organized society which, in its manifestation of life and evidence of growth, is constantly changing and readjusting itself to natural and artificial conditions in order to maintain coherence and continue development. The authors of "An Introduction to the Study of Society" make the following statement: "The method of this book is a crusade against the fashionable social sciolism which assumes ability to perform large social generalizations without precise knowledge of any contained particular. Published by American Book Company.

"Johnny Appleseed's Rhymes," purporting to be edited by one Theophilus Middling, comes as a combination of five books, carrying the following headings respectively: Editorial Preliminaries, Professor Reginald Brozennose, Colonel Godlove Himmelshime, Brozennose *versus* Himmelshime, Theodora. From this medley of topics the reader gains no clue to the contents of the strange book, which starts out at once with scraps and juts of rhyme, which the editor calls "Johnny Appleseed's versicles." The following paragraph indicates the remarkable purpose of the author: "Great has been the activity of our age in gathering from the four corners of the earth every kind of tale, legend, proverb, ballad which have been produced by the human mind in its different stages and environments. There is an impulse in the time to see the total face of mankind, from the beginning onward and from the savage upward. Diligent investigators have explored Iceland and Zululand, the steppes of Asia and the wilds of America, for a nursery song or a fairy story. The result is a prodigious literature of folklore, which bids fair in the near future to reach all-embracing proportions. Civilized man seems bent not only on seeing, but on passing through his babyhood again, as far as his wonderful printing press will help him

rock the primitive cradle and chant his earliest lullaby, for there is a fascination in this research which makes him wish to become a cave dweller again. Still it is strange that amid all the busy stir of gathering, studying, and annotating remote sayings, myths, poems, and even shreds of sentences, that little or no attention has been paid to what we have here at home shooting forth under our own eyes and vibrating into our very ears. On certain lines running zigzag in various directions, and raying out spasmodically from diverse centers among the people who dwell in the vast tract of land known as the Mississippi Valley, certain peculiar verses, songs, stories, witticisms, apothegms, even jokes and puns, have become current which, correctly or incorrectly, have been labeled with the name of Johnny Appleseed.

I love to plant a little seed
Whose fruit I never see;
Some hungry stranger it will feed
When it becomes a tree.

I love to sing a little song
Whose words attune the day,
And round me see the children throng
When I begin to play.

So I can never lonely be,
Although I am alone
I think the future apple tree
Which helps the man unknown.

I sing my heart into the air
And plant my way with seed;
The song sends music everywhere,
The tree will tell my deed.

A skeptical reader of this strange volume makes the following statement in spite of his skepticism: "At any rate it contains some *beautiful* poems and a few that really require the purpose of a sarcasm as an excuse for their appearance." The familiar maxims and sayings reappear in crisp form throughout the volume. We quote a few to indicate the depth of the Johnny Appleseed philosophy:

Whenever thou dost err,
Though free to roam,
Thou art a prisoner
In thine own home.

For others to recognize you, I know
Is your just fruition;
For you to recognize others, though,
Is your best recognition.

On the whole, the unusual manner and method of the author proves wholesome to the reader, since the series of surprises and mental shocks he receives cannot fail to keep him wide-awake and alert, which is not apt to be the case with books of philosophy.

"The Sloyd System of Wood Working," by B. B. Hoffman, superintendent of the Baron De Hirsch Fund Trade Schools. American Book Co. An account of the theory and practical application of educational carpentry as demonstrated in the systems of Nääis. Professor Hoffman has dwelt at considerable length upon the intrinsic value of manual training, and by comparison of a number of hand occupations, tabulated their relative educational value, with the resulting deduction that wood sloyd answers all the requirements of an educational hand work as none other can. Upon this conclusion as a basis, Professor Hoffman has given in detail, with diagrams and practical directions,

Alfred Johannson's Nääs model serie and the Eva Rhode model serie. The preface states that, "In the chapter on practical work as few technical expressions as possible have been used, so that a teacher who may have had no previous experience in work of this kind may nevertheless be able to follow out a course of manual training in wood work without any outside assistance." Yet in the later consideration of the advantages and requirements of the system, he says: "The teacher is the most important factor . . . and must assume a great responsibility. . . . It is necessary for the teacher to take a course in manual work and to become sufficiently acquainted with the manipulation of tools to be able not only to understand the method, but also to make the models." These statements appear rather conflicting. Professor Hoffman's simplification of the technical details of the model serie is very opportune, but his advocacy of the adaptation of such simplified material for unintelligent use is quite at variance with the true theory of sloyd.

A VOLUME in black and white of "Children's Singing Games," issued by Macmillan & Co., is a collection of historical games as preserved by English children; collected and edited by Alice B. Gomme. The careful collection and preservation in artistic and fitting form of these traditional games, which in most cases are the crystallization and preservation by the children of old English social forms and customs, is an interesting contribution to English philology. The spontaneous plays of the children have come to be recognized as a large index of the strata of civilization, and the observation of their plays and games has been undertaken to a very limited extent heretofore. The collection cannot, of course, be recommended for practical use by the children of today. It belongs to a past generation and would be considered entirely unfit for adaptation to present ideals. But compiled as it is, with notes and directions, it forms a choice bit of English folklore.

DR. L. R. KLEMM'S Relief Practice Maps, issued by Wm. Beverly Harison, 59 Fifth avenue, New York, are a great step in the assistance to the study of geography. The advantage of relief over flat maps is recognized by everyone, but the relief maps have not yet displaced the old charts, for the reason that they have been of such construction as to be either of little individual assistance to the pupils or of unendurable form. Dr. Klemm's maps obviate those difficulties. They are in relief upon stiff paper, in light, permanent form, and of convenient size for use in the ordinary geographical text-book. There is also a series made with waterproof surface which will admit of marks and erasures. These relief maps are clean tablets merely indicating natural surface configurations, a fundamental geologic geography upon which the pupil may record, according to his grade of study, the *data* of historical geography.

"Beckonings From Little Hands," by Patterson Du Bois, a beautifully compiled book published by John D. Wattles & Co., Philadelphia, tells in a simple and direct manner some problems faced by a father, and the wisdom learned from his children. The tone of honest confession to parental shortcomings and of true reverence for spiritual childhood is charming as well as touching. How many tiny hands beckon and beckon in vain to fathers and mothers who love their children well but not wisely. The experience of Mr. Du Bois may prove a guide-light to many a parent still in the dark and unable to discern the little hands that beckon mutely.

A NEW series of Saga translations, to be issued under the title of "The Northern Library," is announced by Macmillan & Co. Several volumes are already arranged for, and the first of them will be a rendering by the Rev. John Sephton of "The Saga of King Olaf Tryggwason." This will be succeeded by "The Faereyinga Saga" and "The Ambales Saga," translated respectively by Professor York Powell and Mr. Israel Gollancz.

A NEW edition of the most popular of Rudyard Kipling's Indian tales will be published in connection with some new stories he has just completed. The first volume will consist of "Soldiers Three," the "Story of the Gadsbys," and "Black and White," together with additional matter; the second of "Under the Deodars" and "The Phantom Rickshaw," also with additional matter now published for the first time.

"Coin's Financial Series," at present rather widely discussed in Chicago, is an exposition of the doctrine of bimetallism. In "The Tale of Two Nations" the monetary treatise is rather cleverly draped upon a love story. Coin Publishing Company, Chicago.

THE series of paper dolls issued by the Frederick A. Stokes Co. are exceedingly well done. The historical series are especially good. Brownies, *et cetera*, are entertaining, but the famous queens are very attractive and instructive.

IT is said that among Robert Louis Stevenson's papers was found a volume of unpublished letters "to a boy of twelve."

PUBLISHERS NOTES.

General Passenger Agent Stone, of the Chicago & Eastern Illinois R. R. has placed in all of their dining cars music boxes which play twenty-four airs. They were imported from Switzerland, having been made especially for the purpose, and owing to the superior workmanship they will stand the motion of the cars without injury to the instrument, and without the loss of any part of the music to the passengers. The idea is entirely original with the Chicago & Eastern Illinois, and undoubtedly will prove a source of great pleasure to patrons of their dining cars.

Subscribers should remember that we send the paper until ordered discontinued, and all arrearages are paid.

Always read the Publishers' Notes and see what offers we make for your benefit.

New Offers.—The following special combination offers are made to every new subscriber to the KINDERGARTEN MAGAZINE for 1895: One subscription (\$1.50) and one copy of "Child's Christ-Tales" (\$1.00) for \$2.00; one subscription (\$1.50) and one copy of "Friedrich Froebel Year-book" (\$1.00) for \$2.00; one subscription (\$1.50) and one copy of the "Kindergarten Sunday School" (\$1.00) for \$2.00.

All manuscript intended for publication in the KINDERGARTEN MAGAZINE should reach the editor's desk before the sixth of the previous month. Manuscript for the *Child-Garden* should be sent in no later than the first of the previous month.

Of the six bound volumes of the KINDERGARTEN MAGAZINE, Vols. I, II, and III are completely exhausted; Vol. IV, a limited number in stock at \$3; Vols. V and VI, full stock, \$3. Regular yearly subscription \$1.50. These volumes are bound in scarlet silk cloth, completely indexed, and contain excellent outlines of Practice work, Sunday-school work, Gifts and Occupations; rich in experiment and exhaustive discussions.

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Wanted—Back numbers of KINDERGARTEN MAGAZINE. We will exchange any other number you want in Vols. IV, V, or VI, or any books of same value in our catalog, for any back numbers of Vols. I, II, or III. Address Kindergarten Literature Co., Chicago.

Educational Clubs should secure our rates before ordering society printing, such as reports, stationery, etc.

We will send to anyone subscribing for KINDERGARTEN MAGAZINE, and desiring "Symbolic Education," by Susan Blow, both for \$2.50; *Child-Garden* and "Symbolic Education," \$2; KINDERGARTEN MAGAZINE, *Child-Garden*, and "Symbolic Education," \$3.25.

Wanted—January, 1893, and March, 1893, numbers of *Child-Garden*. Other numbers exchanged for them.

A Campaign Leaflet.—"What Kindergarten does for the Children," by Katharine Beebe. Price 2c. each; \$1.50 per hundred. Send for a sample if you want to work up an interest in your neighborhood.

Always—Send your subscription made payable to the Kindergarten Literature Co., Woman's Temple, Chicago, Ill., either by money order, express order, postal note, or draft. (No foreign stamps received.)

Pictures for the Schoolroom.—For three new subscriptions to the KINDERGARTEN MAGAZINE and \$4.50, we will mail you any ten of the following appropriate pictures, size 9 x 7 inches: Statue of Abraham Lincoln in Washington; Benjamin Franklin and His Kite; The Boy Columbus; George Washington; "My Dog," by Landseer; The Gleaners, by Millet; Home Coming Sheep, by Maure; Wild Cattle, by Landseer; Pied Piper of Hamelin, by Kaulbach; Aurora, by Guido Reni; The Blacksmith, by Beck; Murillo's Child Jesus and St. John; St. Anthony and the Infant Jesus; The Christ Child; The Guardian Angel; Raphael's Madonna of the Chair. Single pictures 6c.

Our readers are invited to forward manuscripts of stories, songs, or articles on any phase of the kindergarten work. The same will be carefully considered. The author's name and address should be plainly written on each manuscript, and stamps inclosed for the return of same if unavailable.

Primary teachers, send five two-cent stamps for a copy of the KINDERGARTEN MAGAZINE, containing the article on "The First School Year," by a practical, experienced primary teacher.

The Kindergarten Magazine is now in its seventh volume. Each current number constitutes a symposium program, which is devoted to the discussion of a special topic. These, the important departments of all educational work, are presented from many and varied standpoints. There is help for the primary teacher, the parent, the kindergartner, the Sunday-school worker, the student of pedagogy and child nature.

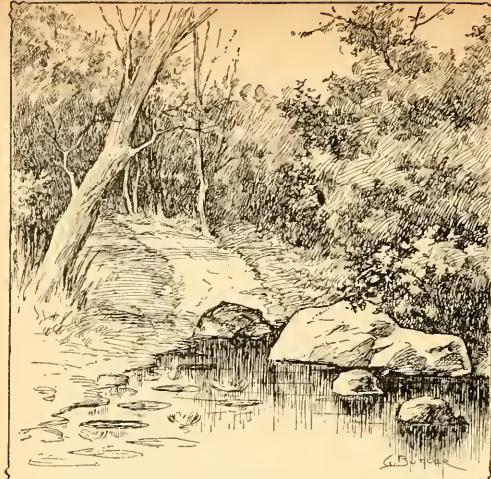
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Froebel Portraits, 6 $\frac{3}{4}$ x 9 inches, on fine board, each 6c.; per dozen, 50c.; per 100, \$3.50. On heavy paper, each 3 cents; per dozen, 25c.; per 100, \$2. Also portraits of Washington at same rates in same styles. Special sizes and styles quoted at any time. Kindergarten Literature Co., Chicago.

Vexed Questions.—Teachers, parents, and kindergartners are invited to forward their questions concerning any practical or technical points to the editor of the KINDERGARTEN MAGAZINE, answers to be made in the columns of each number of the magazine.

Child-Garden can be safely recommended to parents who want kindergarten home helps. It places before them the seasonable and current work being carried on in the actual kindergartens. \$1.00 a year brings the choicest, freshest, of child-story, song, and play into the home. Single number 10 cents. If you wish to work up a warm interest in your neighborhood in kindergarten send for our clubbing rates on *Child-Garden*, and put it in the homes.

To Teachers and Others.—For the meeting of the National Educational Association at Denver, Col., in July next, the Western Trunk Lines have named a rate of one standard fare, plus two dollars, for the round trip. Variable routes will be permitted. Special side trips at reduced rates will be arranged for from Denver to all the principal points of interest throughout Colorado, and those desiring to extend the trip to California, Oregon, and Washington, will be accommodated at satisfactory rates. Teachers and others that desire or intend attending this meeting, or of making a western trip this summer, will find this their opportunity. The Chicago, Milwaukee & St. Paul Railway (first-class in every respect) will run through cars Chicago to Denver. For full particulars write to or call on F. A. Miller, Assistant General Passenger Agent, Chicago, Ill.



Along those pleasant winding
I would my journey lay
Where the shade is cool
And the dew of night
Is not yet dried away.

- BRYAN

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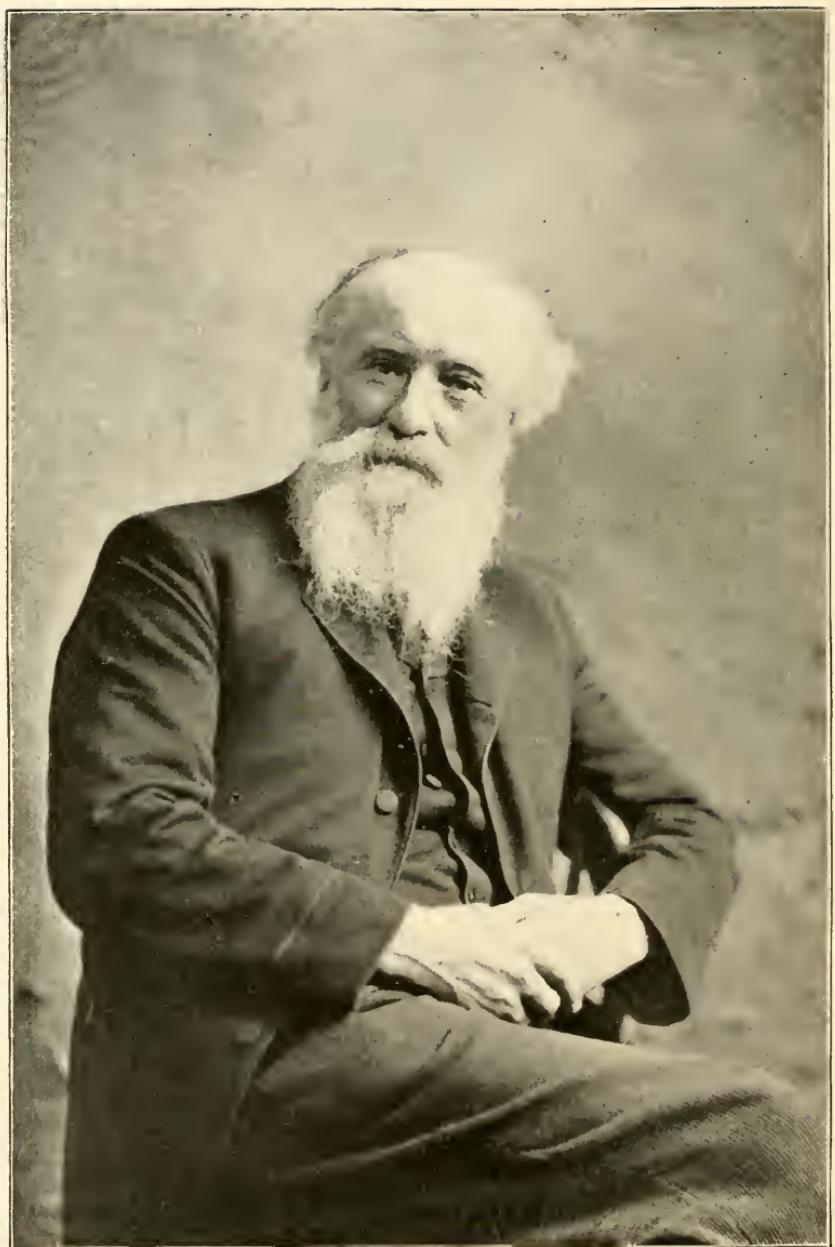
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John Burroughs

March 1895.

KINDERGARTEN MAGAZINE

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CONCENTRATION AND CO-RELATION IN PLANS OF STUDY.—A KINDERGARTNER'S VIEW.

ALICE H. PUTNAM, CHICAGO.

THE recent discussion of the principles and methods involved in this question, as set forth in the "Report of the Committee of Fifteen" at the Conference of Superintendents at Cleveland, is a matter of vital interest to all who are dealing with children, and it is one which no parent, especially, can afford to overlook. To the kindergartner it is no new subject. For many years we have been trying to help the child in the unification of thought and expression by presenting song, story, game, gift, and occupation in such form that concentration and co-relation have to some extent been realized. Must this be laid aside when the child enters the school, and limitation and formalism take its place? "When doctors disagree, who shall decide?"

The means of growth furnished by the kindergarten "tools," bear the same relation to the little child's growth as do the means employed in the school. All-sided growth is to be the goal from beginning to end, no one denies that; and we know, too, that we need wisdom to discern and strength to hold to the best. A better knowledge of child nature, and of the science and art of teaching, are proving to us that the old methods are not altogether adequate to the child's needs, even though in the past they have seemed to "produce scholars who have honored learning, and have widened its domain." But the garment of tradition is not a "seamless" one, though we have wrapped ourselves and our children in it as though it were such. Three fundamental requirements are demanded of us in judging of any educational methods and principles:

1st. That the teacher shall have a thorough knowledge of the laws of child nature, its needs and desires;

2d. That these needs are not fixed, but are constantly changing as the child develops, and we must know how to select and "give to each stage that which the stage demands"; and,

3d. That no longer will any method suffice which is not in harmony with the principle of growth of the entire being of the child, from youth to manhood.

Froebel has much to say of the principle of continuity in development, as well as of the distinct periods of growth, but when a *universal* truth is presented, the child must be led *at every step* to feel its relations with other truths. "Not only," says Froebel, "must we draw inferences concerning the inner from the outer manifestations; it lies in the nature of things that always in some relation inferences should be drawn inversely." And he continues: "The continual sinning against this truth is the chief cause of antagonism and contention, and causes mistakes and failures in education." This, as I understand it, is the truth which lies at the root of his law of the connection of opposites. "Relations, like causes, that are not immediate, are discovered by such as are *intermediate*." I do not think that we have any right, at any time of the child's life, to withhold from him what Adam Smith calls the "connecting principles of nature," and it is because the plan of co-relation of studies helps us in this great life-lesson that we need it. But if we do not ourselves feel the heart-throb of the vital spiritual truth that lies at the center of every means of expression,—literature, art, or science—we may try never so hard to correlate them, we shall fail in bringing this or any other means to the child's life-use. It will be an external thing, and as cold and dear as any other superficial measure. On the other hand, from the beginning to the end of life, according to Froebel's idea, the human mind is content only when it begins to apprehend the unity which underlies the diversity in natural manifestations, and man's spirit is only satisfied when he has found these connecting principles. According to his measure the child seeks for this.

Whatever means will help to build the bridge from the material to the intellectual and spiritual, from the real to the ideal, Froebel declares that the child needs *always*. Much that we have attempted has failed because of a want of *truth in the inward parts*. Missing the strength and harmony there, we miss it at the circumference. We cannot yet judge of results that might be attained by means of such concentration and centralization, for we are just begin-

ning to know of its value, and as a whole the teaching body has not fully mastered the art of applying it skillfully. I think we shall some time realize the great truth expressed by the child in the kindergarten, who, after a whole series of varying experiences, exclaimed: "It beats all how one thing busts into another without breakin'." This feeling for and experience of the harmony of life is one of the highest joys of living. We need not fear that if there are lessons to be learned through isolation and limitation and specialization there will not be opportunity. As individuals we shall find that side soon enough.

In the preface to Froebel's "Education of Man" (Hailmann's translation), Dr. Harris says that Froebel's great word is "inner connection." This exists, the Doctor says, first, in the pupil's mind and those objects which he is to study (his environment); second, "there is an inner connection in these objects (and subjects?) among themselves, which determines the order in which they shall be studied," and then he goes on to define more fully this principle as the law of development, and the principle of evolution, and declares that Froebel has done more than all other educational reformers to make valid this developing method. According to Dr. Harris, "this philosophy of Froebel is far more than a method for the schoolroom, for it puts the student into harmony with a world-view of life in its social, as well as individual, aspect." Now why should there be any change from this idea as a working hypothesis when the child leaves the kindergarten and goes into the school? The greater truth contains the lesser one, and if it is more than a method for the schoolroom, why will it not, if properly understood and skillfully applied, work well there as a method? We fail in this application, because we are everlastingly issuing bills of divorce in the training of heart and head; because we do not seek the highest and the broadest truths which the child is capable of receiving, and work from these to the lesser ones. If we are to present nature's laws, or the story of man as a means of development, we have got to get at the heart of both, and work out the great truths from such a standpoint that the child, no matter how young, shall catch a gleam of light and feel the germ of the love of nature and man that the poet feels. This is inductive analogy, and a right knowledge and application of the theory in question will lead to it.

In the Report of the Committee of Fifteen, mention was made of the story of Robinson Crusoe as a starting-point for

the various means of expression in school work. Doubtless this book has its place, and in the hands of a skillful teacher like Miss Arnold, who doubtless can make bricks without straw, it may be made very useful. But is it altogether the best? It is fairly suggestive for the child's hand work, drawing, modeling, etc.; it offers good mental pictures; gives a vocabulary; teaches some good sound common sense in regard to industry and other virtues. But that is not enough, nor should I be satisfied even to find in it "cities, governments, world commerce, international processes, the church, the newspaper, and book." The fact that the story interests children is not the only thing that must be considered. The myths offer a better point of departure; but even here there is sometimes a difficulty—for the child is not always led to feel the highest force which pulsates in so many of these old stories. For example, the story of Psyche, with the soul-idea left out,—the children finding their chief interest in a tale of love and marriage, using it only as a bit of literature with which it is well to become acquainted, is just as far from the ideal as the other—indeed the possibilities of mischief are far worse than with poor old Robinson Crusoe.

Five years spent in Colonel Parker's school, where this idea of concentration is carried out more fully than in any other school that I know of, has convinced me that it is a plan which cannot be thoroughly tested until all teachers in a given school are ready to work together for it.

One teacher, no matter how well she understands it, can do little! It needs the specialist as well as the grade teacher; and if there has been success in the Normal School under Colonel Parker, it is very largely due to the enthusiasm and effort which every member of the faculty has given to the work. When genuine artists in the profession enter into a "combine," a "trust," to bring to the child the very best that their experience can furnish,—when they recognize that the literature needs all the art and nature study and geography and history and ethical teaching and mathematics that the child is capable of receiving and expressing, and having gained all that is possible today, tomorrow's vision will unfold newer and richer sights and harmonies, then indeed have parents cause for rejoicing.

This plan will lead the child from the beginning to look for analogies—to feel the centrality as to essentials of every science, otherwise he will at best be "but a 'savant' and not a philosopher." "It is highly pernicious," writes

Froebel, "to consider the stages of human development, infant or child, boy or girl, youth or maiden, man or woman, old man or matron, as really distinct and not as life shows them, as continuous, unbroken transitions, . . . Especially do the later stages speak of the former as something quite different from them; the boy has ceased to see in himself the child; . . . with affected superiority he scorns them, and the adult man speaks of the child, the boy, the youth, as of beings with wholly different inclinations. How different would this be in every respect were parents to view and treat the child with reference to all stages of development and age without breaks and omissions." I can find nowhere that Froebel makes one law for the home and another for the school, although he does recognize and provide for the peculiarities and the needs of the varying stages of growth. "Knowledge gained only through literary instruction, without contemporaneous personal experience, does not suffice to make men capable of the self-government and self-restraint necessary to true freedom." ("Reminiscences of Froebel," p. 128.) Again: "It is my deepest conviction that the time must come when the chasm between things, and the more or less abstract conception of them, will be filled up. You are right in saying that hitherto philosophy has been without the true foundation which natural science alone can afford it."

Everywhere Froebel leads us to look for the bonds of union in the natural world; can it be possible, then, that he will neglect it or set it aside in the realm of intellect? Is it not a synthetic view of life which the child needs today, rather than an analytic one? Yet one phase of truth cannot contradict another, for they belong together, and again Froebel has said that it may be necessary to real and deeper knowledge that doubts should come up and battle with views, often confused views, of truth, but the victory is sure to come through the recognition of all sides of truth. In treating of the study of crystal forms Froebel says again: "It is the first general manifestation of the *great natural laws* and tendencies, to represent each thing in unity, individuality, and diversity; to generalize the most particular, and to represent the most general in the most particular; and, lastly, to make the internal external, the external internal, and to represent both in harmony and union." Because man is subject to these great laws, and the events of his life are based on them, "these considerations will reveal to us the nature of man, and will teach us how to develop and edu-

cate him in accordance with the laws of nature and his being," and he uses almost the very same words in speaking of the study of botany. Things that are equal to the same thing are equal to each other; and if we hold firmly to Froebel's idea of the "*great laws*" in the presentation of the various subjects, we shall not be led astray. It is the petty view of his own science that makes the specialist narrow. When he sees the marvelousness of the whole chain of life, his own part of it is a new force and offers new privileges.

Delsarte offers a principle which seems to me to be of great help in all phases of educational work. He classifies the conditions of body which are induced by states or molds of thought under three heads, which may be more or less transitory, and calls these "bearings," "attitudes" and "inflections." The bearings (carriage of the body), he says, are permanent, and are expressive of character. The attitudes are comparatively passing or transient, and are the expression of moods which dominate consciousness for the time being. The inflections are completely transitory and expressive of fleeting emotions. The inflection arrested may become an attitude, and the attitude made permanent may become a bearing.

It is not difficult to see in this study of concentration and co-relation something analogous to this principle—both as concerns the child and the subject he is to study. The child's character, his temperament, has also its "bearing"—its "attitude," which is less fluent (if I may use the term); and he is also a creature of fleeting emotions, therefore his nature has its "inflections." But he is what he is, and we must meet him *where* he is, otherwise we cannot "live" with him, and this is just as much the duty of the teacher as of the parent. In the choice and co-relation of the subjects of study, the wise teacher will find just the truths which will enable him to meet the conditions of the child. This one may be a permanent, universal truth; one which will ever present the same face to all people, in all times, in all places, therefore we must see to it that this shall be our central point, and from this we shall find lines radiating to other centers. Again the peculiar environment of the school will demand a presentation of certain matters which, except to this school, are not so important. Yet these, too, need consideration. And, lastly, the individual scholar has a right to his own glimpse of the truth—no matter how fleeting, provided it *is* a truth, and he recognizes it as such. This is his birthright—but it must not be sold

for nothing—a “mess of pottage” may be just what he needs to lead to something higher.

We need the right judgment to create such conditions, and to meet the needs of our children and “lead them as thinking, intelligent beings, growing into self-consciousness, to a pure and unsullied free representation of the inner law of Divine Unity. . . a being who with feet shall stand rooted in God’s earth in nature, whose heads reach even unto heaven and there behold truth; in whose hearts are united both earth and heaven, the varied life of earth and nature, and the glory and peace of heaven—God’s earth and God’s heaven.”

JOHN BURROUGHS, LITERARY NATURALIST.

MINNIE EMERY PICKETT.

THAT the foremost contemporary writer on nature in this country should not be better known argues ill for the country. That he has a large and growing audience is a hopeful sign of the times.

Brought up on a farm cradled in the lap of the Catskills, from boyhood he has been drinking in those shy, sweet influences of nature, and the vitalizing qualities of the soil, which have given to his writings the fresh smell of the earth and that elemental quality which only physical contact with the soil can give.

"Only those books are for the making of men into which a man has gone in the making." It is for this reason that Mr. Burroughs' books are of special value, whether read as studies in nature or as studies in literature. The bonds between him and the soil have never been broken, and the homesickness of the soul for the ancient mother of us all has drawn him back to the soil, this time to a fruit farm on the Hudson River, near Esopus, N. Y.

By instinct, habit, and taste, Mr. Burroughs is even more a farmer than a naturalist, and the reminiscences of his boyhood days recall his intimacy with nature throughout every page. We see before us the bald mountain top and the little farm; the lad bringing home the sheep; the spring, just below the summit, dear to his boyish heart, doubly dear to his memory in manhood; the meadow, through which ran the brook, recalling endless possibilities of swimming, fishing, and dam building. Adown the footpath, a mile long, trudged the farmer boy, summer and winter, until his twelfth year, to the little gray schoolhouse, to obtain the rudiments of his education. Then came his struggle to continue his studies. The pocket money was saved by tapping the maple trees and by sending the best of sugar to the markets early. In the simple sincerity of his home life he cherished his aspirations for a higher life. His first journey into the world was an exciting one—to secure a position as teacher in the next county. His education went on with the help of his hard-earned dollars, but his associations with nature and the resulting individual training were of more impor-

tance than the books he studied. Still it was largely unconscious, this deeper education. He writes: "As a farm boy I had known all the common birds well, and had loved the woods and fields passionately, but my attention was not seriously turned to natural history till I was a man grown. But no one starts in the study of natural history with such advantages as he whose youth was passed on a farm. He has already got a great deal of it in his blood and bones; he has grown up in right relations with bird and beast; the study comes easy and natural to him. The main things are a love of nature and simple tastes, and who is so likely to have these as the boy from the farm?"

Throughout his life and his work Mr. Burroughs has shown these characteristics—"love of nature and simple tastes." In one of his "fragrant memories of boyhood" he says: "Indeed, for a boy or a man to go a-berrying in a certain pastoral country I know of, where a passer-by along the highway is often regaled by a breeze loaded with the perfume of the o'er-ripe fruit, is to get nearer to June than by almost any course I know of. Your errand is so private and confidential! You stoop low. You part away the grass and the daisies, and would lay bare the inmost secrets of the meadow. Everything is yet tender and succulent; the very air is bright and new; the warm breath of the meadow comes up in your face; to your knees you are in a sea of daisies and clover; from your knees up you are in a sea of solar light and warmth. Now you are prostrate like a swimmer, or like a surf bather reaching for pebbles or shells, the white and green spray breaks above you; then like a devotee before a shrine, or naming his beads, your rosary is strung with luscious berries; anon you are a grazing Nebuchadnezzar, or an artist taking an inverted view of the landscape. . . . Then the delight in the abstract and the concrete of strolling and lounging about the June meadows; of lying in pickle for half a day or more in this pastoral sea, laved by the great tide, shone upon by the virile sun, drenched to the very marrow of your being with the warm and wooing influences of the young summer!"

If you would know the mysteries of fishing, "bait your hook with your heart" and hunt with John Burroughs for the speckled trout. If you would know the delights of camping out, would see the camp fire "carve itself a chimney out of the fluid and houseless air," in his company go taste the "primitive air" in Maine or Adirondack or Canada. When you seek the feathered tribe with him in the woods

and fields, do not forget his injunction that "you must have the bird in your heart before you can find him in the bush." For vacation travels, cross the ocean with Mr. Burroughs, catch a glimpse of the England so fresh and green that it looks as if a "kind of green snow" had fallen from the clouds. Go "hunt for the nightingale" with him on British soil. Take your worn-out nerves with him to the seashore where "the sea shifts its pillow like an uneasy sleeper." You will find "the contour of the beach is seldom two days alike; that round, smooth bolster of sand is at times very prominent. The waves stroke and caress it and slide their delicate sea draperies over it, as if they were indeed making their bed. When you walk there again it is gone, carried down under the waves, and the beach is low and naked."

Then, when you have found, as Mr. Burroughs has, that "east or west, home is best," he will set you down on his own doorstep, on the stone hewn with his own hands, and tell you how he "built into his house every one of those superb autumn days which he spent in the woods getting out stone." He did not "quarry the limestone ledge into blocks any more than he "quarried the delicious weather into memories to adorn his walls. Every day was filled with great events. The woods held unknown treasures." You will learn from him to be "plain and unpretentious," to desire a "low, nestling structure of undressed boards or unhammered stone, and be content, like the oyster, with the roughest of shells without, so that you be sure of the mother-of-pearl within."

He will tell you of other homes he has had—during the "Arcadian age of our capital, when the cows grazed in the heart of the city." He will tell you of long tramps into Virginia, for he belongs to the "noble army of walkers." Then he will walk with you through his vineyards and will tell you how thrift has brought the luscious juices of the grape out of the soil, and how he can make the sale of them furnish his bread and butter. He has found his niche in the world. Thus he wrote in one of his volumes for me: "The secret of happiness is something to do—some congenial work into which you can put your whole soul."

If you retrace your steps through the vineyard to Mr. Burroughs' summerhouse on the brow of the hill, while you are drinking in the beauties of the summer landscape and the beautiful river, the icehouses at the foot of the hill may suggest some thoughts of the winter scenes when the "ice is ripe and ready to harvest." As Mr. Burroughs recalls

these scenes, one is struck with the picturesqueness of his language. As we find such terms as tone, color, depth, etc., interchangeably used in music, literature, and art, so we find John Burroughs using the terms of summer to describe winter scenes: "When the nights are coldest the ice grows as fast as corn in July." He refers to the ice farmer, the harvesting, ice meadows, the frost ferns; and the summer scene is still more recalled by the sails of the iceboats and the birds—the eagles and crows passing overhead. "One looks down upon the busy scene as from a hill-top upon a river meadow in haying time, only here the figures stand out much more sharply than they do from a summer mea-



"RIVERBY," THE PRESENT HOME OF JOHN BURROUGHS.

dow. There is the broad, straight, blue-black canal emerging into view, and running nearly across the river; this is the highway that lays open the farm." "The best crop of ice is an early crop. Late in the season, or after January, the ice is apt to get 'sunstruck,' when it becomes 'shaky,' like a piece of poor timber. The sun, when he sets about destroying the ice, does not simply melt it from the surface—that were a slow process;—but he sends his shafts into it and separates it into spikes and needles,—in short, makes kindling wood of it, so as to consume it the quicker."

It is short work to see that Mr. Burroughs can teach you "how to name the birds without a gun." How to obtain success in observing nature lies on every page of his paper—to keep the perceptions keen, to "cultivate the present

moment, that is, to cultivate the present incident," to take the walk today you took yesterday, to renew old facts and scenes and obtain fresh impressions of them, to hunt twenty years, if need be, to find a bee sipping honey from a dog-tooth violet! "Happy the simple whose heart is always young," says Obermann. "Nature is always new in the spring, and lucky for us if it find us new also," sings John Burroughs.

Though the man and his deeds are on every page he has written, he has given us "An Egotistical Chapter," as he calls it, in which he recounts the literary influences which have molded his life—his early desire for a literary career, his debt to Whipple, Higginson, and Emerson for style. He believes he "was born in good time and not out of time." The writers of this century have influenced his thought most. To Whitman, Ruskin, Arnold, Wordsworth, Coleridge, Tennyson, and Emerson, he is most indebted. The elemental quality which makes Mr. Burroughs in his writings so appreciative of the characters of these men one sees clearly in the following selections:

Of Emerson he says: "He stands among other poets like a pine-tree amid a forest of oak and maple. He seems to belong to another race, and to other climes and conditions. He is great in one direction, up; no dancing leaves, but rapt needles; never abandonment, never a tossing and careering, never an avalanche of emotion; the same in sun and snow, scattering his cones, and with night and obscurity amid his branches."

Whitman, whom he loved so well and interpreted so lovingly, he defends in his article entitled "The Flight of the Eagle." Describing him and his work he says: "Yes, there is not only the delighting of the ear with the outpouring of sweetest melody, and its lessons,—but there is the delighting of the eye and soul through that soaring and circling in the vast empyrean of 'a strong bird on pinions free'—lessons of freedom, power, grace, and spiritual suggestion,—vast, unparalleled, *formless* lessons."

Like Emerson in his style, Mr. Burroughs is also like him in the unexpected turn of his sentences and in his quotability. There is such a wealth of gems to mine from, one is tempted to go on forever.

"No sooner has the river pulled his icy coverlid over him than he begins to snore in his winter sleep. . . . Sometimes it is a well-defined grunt—*e-h-h, e-h-h*, as if some ice god turned uneasily in his bed. . . . A fall of

snow, and this icy uproar is instantly hushed, the river sleeps in peace. The snow is like a coverlid, which protects the ice from changes of temperature of the air, and brings repose to its uneasy spirit."

"I know of nothing in vegetable nature that seems so really to be *born* as the ferns. They emerge from the ground rolled up, with a rudimentary and 'touch-me-not look,' and appear to need a maternal tongue to lick them into shape. The sun plays the wet-nurse to them, and very soon they are out of the uncanny covering in which they came swathed and take their places with other green things."

"Plucked my first bloodroot this morning—a full-blown flower with a young one folded up in a leaf beneath it, only just the bud emerging like the head of a papoose protruding from its mother's blanket—a very pretty sight. The bloodroot always comes up with the leaf shielding the flower-bud, as one shields the flame of the candle in the open air with his hand half closed about it."

"When a bee brings pollen into the hive he advances to the cell in which it is to be deposited and kicks it off as one might his overalls or rubber boots, making one foot help another."

"How still the air! One could carry a lighted candle over the hills."

Of the pine tree: "Nearly all trunk, it seems to have shed its limbs like youthful follies as it went skyward, or as the builders pull down their scaffoldings and carry them higher as the temple mounts; nothing superfluous, no waste of time or energy, the one purpose to cleave the empyrean steadily held to. . . . In primitive woods the hemlock shoots up in the same manner, drawing the ladder up after it."

"So the weather, like human nature, may be suspiciously transparent. A saintly day may undo you."

"Shoddy clouds are of little account and soon fall to pieces. Have your clouds show a good strong fiber and have them lined—not with silver, but with other clouds of a finer texture—and have them wadded. It wants two or three thicknesses to get up a good rain."

"How the sea shovels the sand and shifts and washes it forever! Every particle of silt goes seaward; it is the earth pollen with which the sunken floors of the sea are deeply covered. What material for future continents, new worlds, and new peoples, is hoarded within its sunless depths!"

In writing of Thoreau: "He combined a remarkable

strength of will with a nature singularly sensitive and delicate—the most fair and fragile of wood flowers on an iron stem."

Even the titles of Mr. Burroughs' essays have a delightful odor of fields and wild flowers about them: "Birds and Poets," "Locusts and Wild Honey," "Birch Browsings," "Wake-robin."

His poetic contributions are comparatively few, but one of them at least deserves, and will doubtless receive, a place among American classics. It is entitled "Waiting":

Serene I fold my hands and wait,
Nor care for wind, nor tide, nor sea;
I rave no more 'gainst time or fate,
For lo! my own shall come to me.

I stay my haste, I make delays,
For what avails this eager pace?
I stand amid the eternal ways,
And what is mine shall know my face.

Asleep, awake, by night or day,
The friends I seek are seeking me;
No wind can drive my bark astray,
Nor change the tide of destiny.

What matter if I stand alone?
I wait with joy the coming years;
My heart shall reap where it has sown,
And garner up its fruit of tears.

The waters know their own, and draw
The brook that springs in yonder heights;
So flows the good with equal law
Unto the soul of pure delights.

Yon floweret nodding in the wind
Is ready plighted to the bee;
And, maiden, why that look unkind?
For lo! thy lover seeketh thee.

The stars come nightly to the sky,
The tidal wave unto the sea;
Nor time, nor space, nor deep, nor high,
Can keep my own away from me.

PUBLIC SCHOOL LAMBS.

AUGUSTA LARNED.

OF all the classes pinched and clawed, robbed or cheated by corrupt demagogues, political rings, the thieves and criminals who get into power in our great cities, there is one class for which we have not much pity, and yet it has the greatest claim because the members of it are too weak to help themselves, and thus become the immediate victims of a deadly system.

Of course I mean the little children in and out of our public schools. In the great and wealthy city of New York there are now seven public school kindergartens, for the maintenance of which \$5,000 has experimentally been appropriated. What a beggarly showing is this in a city of nearly 2,000,000 of inhabitants, with a property rating the highest, perhaps, of any community in the world.

In spite of all that has been done in the way of juvenile asylums, hospitals, and lodging houses for the children in this city in the past, until very recently the most vital rights of the majority of the children have been shamefully neglected. The tenement child, like other Americans, has the abstract right to "life, liberty, and the pursuit of happiness"; but one has but to enter an east-side district, more crowded than the dense quarters of Peking or Canton, and swarming with the young of many nationalities, to note how sadly the little ones have been mulcted of the barest essentials of existence. Their wretched homes provide but a scanty allotment of light and air; all the conditions of their being are unsanitary, and, worse than all, they have no playground but the filthy street; no amusement but such as can be snatched from the sordid and miserable conditions which surround them. The children have left them and gone up town. Of public schools there are not enough to house the swarming thousands. In the most crowded wards multitudes of children are unschooled, because there is no room for them in the congested schoolhouses. The law of compulsory attendance cannot therefore be enforced, and stands as a disgraceful nullity on the statute book.

Here and there in this sad hive of poverty we call the east side is to be found a neighborhood guild, a college settlement, a boys' clubhouse, a girls' rescue home; but

between these little gleaning oases the masses welter and swarm in their ignorance and degradation. Growing up among us is a class of street Arabs, boys and girls, half savage and marauding in nature, who can neither read nor write, and have no training save in petty thievery and street vices. These are the teachers and guides of a yet younger class, who go to school on the muddy pavements and in the foul gutters.

Were it not as I have said for private efforts at rescue, the condition of things would be far worse than it is; but these places are like lifeboats half buried in the sea and struggling against overwhelming odds. A corrupt city government organized to make millionaires and plutocrats of its powerful members, has neglected and outraged the lambs of our great city, and left them mainly to the tender mercies of the stray wolf. The first right of childhood, the right to a playground, has been shamefully denied our little ones. Over and over small parks have been voted in this parkless lower city, appropriations made, and still we have no small parks for the children; still they must grovel in the gutter, and find their joyous instincts curbed and degraded in the hideous street redolent of every species of ugliness. Even many of our public schoolhouses do not afford a play place for the little ones in recess, not even a poor, bushless yard, where they may run and jump and stretch their cramped limbs attacked with growing pains.

We can spend millions on a speedway where our city officials may exercise their fast trotters, purchased, as is shrewdly guessed, by unlawful gains and pilferings from the public treasury, but have no means to give our children sufficient room in the schools to open kindergartens for those of tender age, or to buy them fresh air, a plot of clean grass, a shade tree or a flower. It seems cheaper to those who govern us to let them grow up in filth, ignorance, and vice, to swell the population of juvenile prisons and reformatories.

It is not possible that such a state of things could exist very long, if women had even a restricted right of suffrage, with power to sit on school boards and to control legislation within narrow limits. A government wasteful of its children, squandering heedlessly the virtue, intelligence, and hope of the future is what we have seen in the metropolis for many years. There is now some prospect that things may be bettered under a reform rule, but we need the woman conscience crying in the regulation of our schools.

You will doubtless be told, if you inquire here in certain political circles, that the experiment of putting women on the school board was tried here and failed. This specious statement is not to be accepted without much salt. Why did the experiment fail? Because truth and justice are always supposed to fail when they come in collision with the dominating interests of an intrenched power. Not that there have not been good, well-meaning, public-spirited men of the school board and commissions, but these have not sufficed to keep politicy out of the schools. This debasing influence has crept in like smallpox virus to keep the bad method going and sternly repel reform. Often has it served to introduce the incompetent teacher, or to elevate her to a high place through some political "pull." Politics has selected schoolbooks, and forced them into use as favors to authors and publishers; it has been known to quench good, independent action on the part of capable, instructed teachers; it has set up an absolute power in the schools as much dreaded by hundreds of faithful, overworked teachers as the Council of Ten in Venice, or the Star Chamber. It has held an unyielding opposition to the introduction of kindergartens, until spurred to some kind of feeble action on this head years after the free public kindergarten was generally adopted in St. Louis, Boston, and other cities.

The opposition to the women board members, it may shrewdly be inferred, has grown from a sense of danger. A woman on a school board stands for reform. She naturally disregards hoary precedent, and aims at direct and immediate improvement. She is a revolutionary influence. Her desire is betterment of instruction, the all-round development and growth of the child. She yearns over the neglected lambs in our streets that yearly are transformed by ignorance and the contact of vice into victims or criminals.

In a decade or so the street school turns out young, corrupt politicians, heelers, bruisers, "toughs," members of corner "gangs," terrifiers of the decent and quiet part of the population. Corrupt political power of whatever name is recruited from the street school, hence the slowness, the opposition toward every vital effort of reform. These boys, brought up in the street, educated in pot houses, accustomed to the debasing influences of the race course, of fistic shows, coarsened and brutalized by absence of home influences, in time, perhaps, may come to sit on the bench of the police justice, to lead the party as ward politicians, to be "bosses," aldermen, common counselors, or to take places on the

school board. Such things have been, alas! too common in our city, and have brought with them wide and fatal demoralization.

The child at seven or eight is often hardened. The lines are formed in him then on which the future voter or ward politician is built. To neglect the child before those years is to destroy the seed-corn on which the future bread of the world depends.

The time is at hand when women can no longer be kept out of the administrations of the schools, and the task imposed will be no holiday promenade. The woman on the school board must be splendidly courageous, not capable of being browbeaten, not daunted by sneers, neglect, brutal or underhand opposition. Her task will be hard and stern, but she must gird herself for the conflict and enlist for the war. The elements with which women will be forced to contend on many of these boards is a sufficient condemnation of the present system, but they are also the strongest proof of the need of intelligent, womanly influence. If women had been acting for the past twenty years in harmony with enlightened, liberal-minded men, think you there would be but seven public school kindergartens today in the city of New York, while thousands of children roam the streets picking up bad habits and evil associations because there is no room for them in the schoolhouses? The idea is preposterous.

It is strange that the excellent but timorous souls who petition conventions and legislative bodies against giving the ballot to their own sex do not see this educational point with startling clearness. If they care not for reform for themselves, why are they not alive to the need of it for their children? The rule of ringsters, the general disgust awakened in many minds against latter-day political methods, has either made high-minded people withdraw from public life, or has lowered the public tone. The trouble with the former class is, that they are not high-minded enough, otherwise they would be willing to do something for the good of the world. The moral openings of our great cities have been impregnated with filth and disease by the *laissez faire* temper. Something worse than cholera germs has got into the living sources of the people. Such revelations as have just been made before the Lexow Committee in New York show how insidious, creeping, and deadly the virus is; and yet only one department (the police) of the great city government has been exposed to public view in all its deformity and moral ugliness.

It is hardly possible that women shall much longer stand apart from the work they may do to save the children. The need of reform is too pressing to have them wrapped in a false sense of security. If they demand to help in the reorganization of the schools, their claims must be heard and granted. The school boards of Brooklyn and New York control five thousand women teachers and three hundred thousand children. In other cities women are making their way in this work, but in New York the Tammany influence has heretofore been too strong for an enlightened public sentiment, and the apathy of women themselves has had much to do with the backward state of our schools. The most beneficent institution, the proudest boast of our fathers, has turned to wrong in the hands of the unscrupulous politician. Thus the key of knowledge is broken in the wards. To set a board of demagogues in control of the vast school interests of a great city is like setting a committee of blind men to judge of art works, or even worse, for the blind men may be intentionally honest though incompetent. The demagogic school officer, meantime, sacrifices the interests of teachers and pupils to maintain his hold on the pot-house loafers down in Avenue X, who must be patted on the back and kept in good humor by rewards in return for work done at the polls. There are always good men on the board, one or two, or more, but their hands are generally tied; they are reduced to a position of nullity by a corrupt majority.

If exhibitions of gross ignorance and incompetence on the part of school officers are less often seen now than in former days, the change is partly due to the woman influence that has made itself felt even without the ballot. That influence should be voiced more loudly, should become a permanent protest. But the woman influence is not to be entirely of the protesting and restraining order; it must become effectual in the reorganization of our school system, soon to be loudly demanded by the people. The very life of our republic rests on betterment of the schools. Women are apathetic on this subject partly because they have not been trained to a sense of public responsibility, partly from an intense spirit of conservatism. Those who are champions in the general field of woman's rights might well limit for a time their efforts to this single object of municipal franchise, and the placing of women on our school boards.

The first step to win is the establishment of a free kindergarten in connection with each public school. The pay of

the public school kindergartner should be equal to that of the higher grade of teachers. No form of instruction is more arduous, requires more or higher gifts, depends more for success on invention, quickness, sympathy, insight into child nature. The tendency is to pare down the salaries of kindergartners to the lowest living limit. This is a great mistake, and will lead inevitably to impairment of the efficiency and value of the schools.

Aside from the crying need of kindergartens there are many abuses to be remedied, such as enforced study of all school exercises at home, leaving no time for play or outdoor exercise; the vast size of classes, unwieldy and impossible for one teacher to handle with intelligence; concerted recitations, that fail to awaken the thought of the pupil or impress on the mind the meaning of words, and are merely what Carlyle calls "poll-parrotting"; the absence of playgrounds, especially for outdoor games, and the almost military discipline to which the little ones are subjected even in hours of recess. But, perhaps, the greatest of all abuses is the overloading and crowding in of nonessential and ornamental studies to the neglect of the essential. The folly of teaching children French, German, or drawing, while they are imperfectly acquainted with the English tongue is manifest. Hundreds of public school children are deficient in grammar and spelling, who yet have a smatter of so-called accomplishments. It cannot be denied that the public schools are greatly to blame for the plethora of half education with which, as a people, we are afflicted. Thoroughness of all things should be demanded, but it cannot be had save in the higher grades under the present system.

The political campaign conducted by the women of New York last fall, and which aided so essentially in the grand triumph of November, has left important results toward the education of the women of the metropolis. The temporary organizations then formed have crystallized into the Woman's Civic League, a permanent body which has in view the political education of women, a practical reform work. A committee from the League, in concert with the Men's Good Government clubs, will visit the schools at those intervals and look closely into means, methods, and results. Much is to be hoped from this organized but unofficial oversight, which is inevitably paving the way for the admission of women to our school boards in all the larger towns and cities, and a newness of life and growth in the whole system of free education.

THE FIRST SCHOOL YEAR.

KATHERINE BEEBE.

X.

Concentration in Plans of Work.—It is hardly necessary to prove to those teachers who will read these articles the value and importance of a concentration of studies, or to review to them what has been done and is doing along this line. The chapter on Concentration in Charles McMurray's "Elements of General Method," F. W. Parker's "Talks on Pedagogics," and parts of Dr. Rice's "Public School Systems of the United States," are obtainable by all who wish to go over the ground for the first time. The object of this paper is to set forth some of the applications of this theory, with suggestions and possible helps to the individual teacher, taking into account always the individual, the circumstances, and the surroundings. The particular method of any one teacher can only be helpful to another as a suggestion. Let me here recommend to every teacher who intends to make use of nature study in her work, E. G. Howe's "Systematic Science Study" as a most helpful book. A teacher armed with the spirit of this book in addition to Mr. Jackman's publications has an enviable equipment for good work.

No two school programs should ever be alike; no good teacher uses the same program this year that she used last year, yet nothing interests teachers more than the programs and plans of work of other teachers. One can rarely be read and considered without offering some positive or negative help and suggestion. For this reason I venture to give here fragments of the program work of various successful primary teachers.

Each teacher's choice of program material is necessarily different, and is governed by local circumstances. The following subjects selected by a certain teacher were introduced, not in the order given here, but at the time of the year most propitious for them. They were grouped for reference as follows:

Zoölogy—Birds, dogs, fish, rats, mice.

Botany—Trees, flowers, fruits.

Physics and Chemistry—Heat, light, sound, equilibrium, lever, chemical changes.

Mineralogy—Soil, carbon, crystallization, sandstone, limestone, fossils, ores.

Meteorology—Weather reports and observations.

Work on birds can well be begun in the fall when the southward migration is in progress, and continued in the spring when the birds return. The teacher is likely to find in September that beyond the robin and the English sparrow the children can tell nothing of any observation of song birds, though when the bluebird, jay, crow, blackbird, humming bird, goldfinch, and perhaps a few others are brought to their attention, concepts of these birds rise from the subconsciousness to consciousness. Children like to tell of birds they know and see, and the talks (or language lessons) in this connection make a good beginning for school work. Eleanor Smith's two song books are indispensable to the teacher who wishes to concentrate and unify. The now well-known song, "The Brown Birds are Flying," in Book I, is one to be used at this time, though experience leads me to substitute the words "wild birds" for "brown birds," as brown birds to most children mean English sparrows, and these do not go South.

Lists of birds known by the children, to which are added the new ones as learned, make a good beginning for reading lessons, and many are the games of finding, guessing, erasing, coloring, and the like, which can be played with such a list with a class of beginners. These bird-name words of course suggest the writing lessons, but experience has led one teacher whom I know to give "tree" as the first word to be written. There is something easy and attractive about this particular word, productive of most excellent results. "Somehow children always manage to write 'tree,'" says this teacher, "while they may struggle long and ineffectually with other words." The first word once written, the others follow quickly and naturally, as teachers know. They also know in how many instances the writing of a first word is long delayed.

Seat work in this connection will present many difficulties, chief among which is the providing of a sufficient quantity and variety of such work. One of the most successful primary teachers I know has made for years such a point of the quality of seat work, that her problem is greatly simplified. Her children, instead of exhausting their material in the first half of an allotted twenty minutes, will work during the seat-work periods of a half day at one thing in order to do it well. This she accomplishes by her own power of

inspiration, but it is possible that the rest of us by patient effort may develop the same power. The painting of our bright-colored song birds from stuffed specimens has been found to delight and develop the children in equal measure. These specimens are not always easily procured, but I have in mind two teachers who went to the nearest museum and obtained the loan of certain stuffed birds without any difficulty. If museums are not at hand I would advise the teacher to apply to the school children collectively to find out the home resources, and the result will probably surprise her. Colored chalk judiciously used as a crowning touch to good white chalk work has a never-ending fascination for pupils.

A clay bird is often made in the kindergarten out of five balls, one large and four small ones. The large ball molded into an ovoid becomes the bird's body; one ball the head, two or three pinches forming a beak, two balls are flattened and shaped as wings, and one similarly treated for the tail. Modeling birds ought to keep children happy and busy for long periods of time, and will if they have the proper amount of help in the beginning.

The kindergarten picture sewing cards of outlined birds may be used with profit here, and possibly some of the stencil cards sold by dealers in kindergarten supplies. Painting, drawing, and modeling are the modern teacher's chief resources for the seat-work period, but there are times when it seems most advisable to introduce other things.

Walks and talks for observation of real birds after school hours and in groups small enough to be handled are needed for inspiration, not to mention the many other reasons referred to in another paper of this series. This seems a great tax on the teacher's time and patience, but she will be repaid an hundredfold for every effort of the kind she makes.

Wild birds are to be found in the city as well as in the country. Every park, boulevard, large lot and yard will have its visitants during the Fall migration. Sharp eyes are needed to see them, for the little travelers slip very silently and noiselessly past us on their way South, and many of them wear the dark fall plumage in place of the bright colors of spring.

A wealth of bird literature is offered us by such authors as *Æsop*, Grimm, Bulfinch, and our poets. "The Golden Bird," by Grimm, "The Lark and her Young Ones," by *Æsop*, the woodpecker story from Hiawatha, and various legends of the robin and his red breast have been wisely

and successfully used in various schools. Emilie Poullsson's book, "In the Child's World," which is much used in kindergartens, has a wealth of suggestiveness and stories for the primary teacher. Bound and current volumes of the *Child-Garden* will prove a mine of wealth to teachers seeking stories and reading matter in connection with the work of every season.

The study of the dog as the type of a family is chosen for obvious reasons. Even the shy and undemonstrative children will be moved to speech when the dog is introduced, and they will readily talk on this subject when they find the teacher interested. The dog song in Eleanor Smith's Song Book, No. II, has proved itself a great favorite, simple and childish as it appears to elders, which fact proves a great deal. Reading lessons about particular dogs belonging to particular children will interest as the "I see a dog!" lesson never can. Visits from the teacher to these owners of canine favorites and visits from the dogs (one at a time) to the school, while they appear on the surface distracting and revolutionary to a degree, are powers for educational good. By such occasions the good will of the child and the sympathy of the teacher are brought into active operation, both of which, as we have seen, are valid educational forces. There is much dog literature within easy reach, but the most beautiful, and therefore useful, of the stories used is that of the dogs of St. Bernard with their geographical setting and ethical significance.

There is such a variety of kindergarten sewing cards that one can get an illustration of almost any subject, and kindergarten experience proves that there is in the sewing of outline pictures a training in self-reliance, judgment, and industry not to be despised. The child's unending interest in this work will keep him quietly busy for indefinite lengths of time.

After the children learn to write the seat-work period changes its aspect; but there is a long while before the child writes, and must be kept busy while his fellow-pupils recite. The limits of this paper forbid a further amplification of detail, but enough has been said to prove that each subject studied can be concentrated and unified by means of sympathy and the coöperation of teacher and pupil, school and home, because of the earnest work done by the authors of the helpful books which now surround us, and because of the inspiration of our educational leaders toward whom the profoundest gratitude is felt by all workers in the ranks, who profit daily by their labors.

THE HOMER LITERARY SCHOOL.

AMALIE HOFER.

THE so-called Chicago Literary school devoted its annual week with the masters and masterpieces of literature to a consideration of Homer and the influence of race myths as preserved in literary form.

The school took place during the Easter week, under the auspices of the Chicago Kindergarten College, and brought together many earnest students from various parts of the country. We give a sketch of the program as actually carried into effect, although it is not practicable to render a sufficient account of the ten successive sessions, each of which might well furnish matter for no mean volume. On the general principle that man becomes great by a study of greatness, the school provided food for many hungry students, as well as reasserted the great educational and ethical power of mythical stories for all classes of men, including children in the process of becoming adults. Mr. Denton J. Snider, the permanent director of the school, is well known as a student and commentator of Homer as well as an extensive traveler in the land of the Iliad and Odyssey. Mr. Snider opened the school by giving a retrospective survey of the previous seven sessions, including some entertaining reminiscences of the early meetings. The chief proof of a great literary work is that it generates creative power, and sets many men to writing, thinking, and producing in the same direction. As in the case of Homer's epic, an endless succession of writers and writings has been evolved. Mr. Louis Block was introduced as one of these consequential poets, and read an original description of Homeric scenes, which was dedicated to the occasion. He was followed by Mr. Snider's inimitable readings from the life of Homer. The poetic force and fire of his Smithy of Calcas made a profound impression upon his hearers. The musings of the boy poet as he watches the smith who wrought as he thought are most suggestive, and only surpassed by the scenes between boy and mother, "who gave him love and lore of legends," which influence added to compelling call of the muses. Mr. Snider's readings were so suggestive, that an informal period of reminiscences followed, by which many experiences of child life were drawn

out from their hiding places in the hearts of grown scholars and philosophers where they had lain hidden for half a century. One gentleman took this occasion to say that the kindergarten workers who, like the mother of Homer, thus honor the myth and legend, were repopulating the memories of the race with Homeric powers, and bringing men back to the old faith which sees God in every bush.

Dr. H. W. Thomas gave a most eloquent discourse on "Theology and Literature." With a breadth, a sweetness, and soundness of argument which was invincible, the Doctor showed how these two were not merely sister factors in evolution, but the children born of Christianity, hence must lead all men back again to universal Godhood. As in the case of Homer and his "Iliad," so in the case of Dante and his "Divine Comedy,"—the man and his work are indissolubly one. We use the name of the man interchangeably with that of his work. Such books as written of Goethe, Browning, or Dante, reach men, where purely theological precepts fail. These books indicate man's struggle into freedom, and the solution of the struggle in divine conquest. Such poets are the new theologians. The holding fast to a great task is the proof of Christian faith, and the only means to salvation is through inner development. Dr. Thomas showed logically and serenely how this was the peculiar doctrine of Goethe, as preached in the "Faust." In closing the discussion called forth by his fruitful discourse, Dr. Thomas added: "If men could be drawn away from conventional forms, and come together in the kindergarten spirit, we would find ourselves together,—a brotherhood in fact."

"Legends and Tales and their Origin" was a subject of great interest as handled by that genius, Frederick Starr, professor of anthropology of the University of Chicago. Professor Starr read a "Br'er Rabbit" story by way of illustrating how stories grow, and followed with a carefully outlined sketch of the various influences by which stories grow, change, develop, and become permanent. Professor Starr naturally claims that this method of growth is evolutionary, a mere incident gathering about itself in time such interpretations that it becomes race literature. He held his hearers intently, listening like children, while he told the stories of "Mink and the Sun," "Jack and the Bean-Stalk," "The Nautch Girl," "The Carter and the Sparrow." These stories served to substantiate his argument that the same moral purpose rests behind the tales of far-distant peoples, and

that comparative mythology is the great means to the study of man's mental progress. The discussion which followed brought out the two views as to the genesis of the world legends, viz.: The evolutionary growth of a story based upon some natural phenomena and the desire to understand the same; or the involutionary or symbolic story, which is the embodiment of some inner vision, which creates the images adequate to its expression.

This most suggestive paper was followed in the next session of the school by a talk on the "Use of Mythical Stories in Education," by Miss Elizabeth Harrison, who illustrated her points by reading one of her own adaptations of the Proteus legend, the story of the changeable sea-god, as presented in the "Odyssey." The allegorical descriptions of human effort and capacity put into graphic nature-setting called forth the heartiest appreciation of her hearers. The discussion brought out the statement that the myth is to literature what the hieroglyph is to language. The teacher's aim should be to present the myth in its most classical and poetic form.

Richard G. Moulton presented the "History of Story" in his usual artistic manner. We indicate the general trend of his discourse. The story is the raw material out of which literature is made. The three forms of literature are: The epic or story narrated; the drama, or story presented, the lyric, or story foreshortened. The real literary education is for one to become saturated with world literature. The ballads and minstrel songs are the early beginnings of literature. Puritanism, from the literary point of view, is dark night. The following historic classifications of story were profusely amplified by Mr. Moulton: 1. Homeric ballads; 2. Greek comedy and tragedy; 3. Minstrelsy and tales; 4. Mystery plays; 5. Shakespeare's romantic drama; 6. Dramatic romance, or modern fiction. He pointed out the enormous importance of fiction. The great literature of the world is the literature of fiction. Dramatic romance is the heir of all the ages. Literature is the science of humanity, and fiction is the experimental side and study of this science. Teaching a child to read is a serious interruption to his literary career. It is the period of cutting teeth.

This latter statement was seriously discussed by the representatives of the teaching profession present, to the effect that it required the most skillful art of teaching to help a pupil learn to read; that reading may be made a very easy matter if the acquiring of literary food is made the basis of

the learning; if the story be made the incentive, the painful process may be eliminated.

Among other highly suggestive discussions were those bearing upon Norse mythology, the stories native to the American Indians, and the mythological efforts common to child life. Mr. Snider sifted out the fairy tales in Homer, while Mrs. Sherman presented an able interpretation of the "Prometheus Myth."

Mr. Hamilton Mabie, the author of "Norse Stories," was appropriately called to handle the subject, "The Method of the Myth-makers." He touched on the differences between the Greek and Teutonic myths. The Teutonic myths never underwent the Homeric baptism. The Trojan struggle is the profoundest in human history. The culture value of the Norse mythology depends upon the extent to which it expresses the race experience. It is a mistake to read into nature our personal moods, and it is a fallacy to think that we find in nature the color of our sorrows. The myth-makers were the first scientists and poets at the same time. The myth-makers did not merely tell stories about nature, but listened while nature told stories to them. Nature is not to be viewed apart from man, and the myth-maker made a soil rich and deep enough to grow religion. We hope to bring a complete report of this lecture in a future number of this magazine.

"Nature and Culture" was the subject of Mr. Mabie's second address, which was received with the most sincere commendation by one of the largest gatherings of the school. The subject was generous enough in its scope to admit of the broadest human handling, and deep enough to immerse the individual hearer in his own sincerest experience. Mr. Mabie has the gift of saying those things which all men know and have proven in a profoundly impressive way. His line of argument took the following course:

How may we appropriate nature's vital education to ourselves and individualize it? The entire history of human education rests upon nature, and the great lesson to learn is how we may get out of her that which will make us powerful, vital, effective. There is sanity and health in direct contact with nature. Modern art and literature needs this sanity and health. The element of struggle, pain, and suffering is a provisional element, not an ultimate purpose in art. Achievement is the end of life, as the completed statue and not the workshop chips are the immortal fruit of the sculptor's labor. Every time we touch the soil a strength comes

into us; this vitality is the source of culture. The fundamental idea in science, art, society; is vital, not intellectual. The life of man is the significant thing in history, not the recording of customs, temporary struggle, and transient externalities. Great minds are creative, not because of their profound knowledge, but because of their perfect harmony with surroundings. To be great,—men and women must be simple, direct, harmonious, individual. It is more important to be vitally related to our surroundings than to try to know all religions and theories. The thing that grows surrenders itself to its process. Calmness is behind all activity. In order to possess the repose necessary to growth, man must never be false, afraid, or in haste. We need to be truer in our relationships and greater in our activities.

The school closed without formal discussion of Mr. Mabie's paper, but the social exchange of opinion, and interchange of good will, continued long after the hour of adjournment. No announcement was made of the plans of the school for another year.

THE FISHES.

(Adapted from Froebel's "Mother Play Songs," by Mrs. T. L. Elliot.)

A child regards with new delight
Each living thing that meets his sight,
But when within the limpid stream
He sees the fishes dart and gleam—
Or when through pure transparent space
The bird's swift flight he tries to trace,
Their freer motion fills his heart
With joy, that seems of it a part,
A joy that speaks diviner birth,
While yet he treads the ways of earth.

PROPAGATION OF THE KINDERGARTEN MOVEMENT.

PRACTICAL STATEMENT.

THE KINDERGARTEN LITERATURE COMPANY is a stock company, organized for the propagation of the kindergarten movement in this country. The chief aim of the company is to secure the united action of kindergartners for the extending of this important work into every town in the United States. In order to do this, much preliminary work is necessary in the way of personal correspondence, newspaper contributions, distribution of literature, providing of public lectures, and such other means as will arouse an intelligent interest in the so-called New Education.

Calls are coming from all parts of the country for information and help in this work. The purpose of the KINDERGARTEN LITERATURE COMPANY is to organize the interest expressed by individual parents and educators, to encourage the opening of kindergartens, to organize kindergarten associations, and to bring all matters pertaining to the same into public discussion, and urge the admission of kindergartens into our common schools.

The legislatures of many states in our Union have made legally practical the adoption of the kindergarten into our American school system. Such action is substantial evidence of the growth of the movement, and of the public indorsement of the ideal child-education. The KINDERGARTEN LITERATURE COMPANY is committed to forward the coming of the kindergarten into our common schools, and is pledged to do all in its power to help it come in the soundest, truest, and most scientific manner.

It, therefore, desires to enlist the cordial coöperation of all to the friends of the movement, especially such as realize fully its vital import. With this in view, it is incorporated as a substantial, legitimate business company, with all the privileges pertaining to a business institution. The direct work of the company is that of publishing and distributing desirable literature, the latter in the form of two periodicals,

books, and leaflets,—the same to be distributed for a price, which price shall earn the means for the further propagation of the work, and pay an interest upon the investment, in order that the principal may remain a permanent fund.

During the past two years it has put forth over one hundred letters daily, answering questions from every part of the world; it has distributed over 200,000 reading advices, and disseminated literature to the country press. Its agents have visited thousands of homes to introduce its literature to mothers, besides it carries on a large book trade and a subscription to two magazines to the amount of 20,000 monthly.

During the coming year the KINDERGARTEN LITERATURE COMPANY will have a corps of professional lecturers to send out into every inquiring field to introduce the actual and practical work with the children.

The KINDERGARTEN LITERATURE COMPANY has a capital stock of twenty-five thousand (\$25,000) dollars, and earnestly solicits investment in its shares by those who, committed to the same work, reap the benefits of its business operations, viz.: the kindergartners themselves. It is recommended that every professional worker drawing a salary should hold at least one share in this company, the same being worth twenty-five (\$25) dollars.

The KINDERGARTEN LITERATURE COMPANY numbers among its members over thirty of the sterling workers in the field, both East and West. It has operated for two years with success, and invites interested parties to a further investigation of its plans. Its field of propagation and action has expanded beyond the most sanguine promise made in the beginning. Its influence is being felt by every organized body of kindergartners, and is reaching into England and Germany, while the literature it is putting upon the market increases constantly in demand in every part of the world. It is but reasonable service to the cause that every kindergartner make herself individually interested, both by investment in and by the hearty support of the KINDERGARTEN LITERATURE COMPANY. Every parent and educator, who has the greatest good of the children of our nation at heart, is a natural supporter of this work.

That the impersonal action and organic work of this company may voice and support the efforts of the stanch leaders of this movement is the sincerest desire of the KINDERGARTEN LITERATURE COMPANY; for by such concentration of effort alone will it be possible to preserve

to the cause its purity in practice and profession, and to keep the power of sustaining the high standard of our work in the hands of those who give their life to it, rather than in the hands of mere mercantile speculators. Therefore, on behalf of the ideal and spiritual education of the youngest children, the KINDERGARTEN LITERATURE COMPANY makes the above statement.

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LITTLE LIGHTS.

CATHARINE R. WATKINS.

God, who in his wondrous love
Made the starry hosts above,
Sun and moon to shine for him,
Rolling back the darkness dim,
Gives his light anew to earth
With each tender infant's birth.

Worlds, without the sun, grow cold,
Hearts, without the children, old,
Little lights—they shed their rays
Over dark and troubled days,
Witnesses so fair and bright
Of their Source, the Light of Light.

Happy are the homes of earth,
Filled and blest with childhood's mirth,
May they know their priceless gift,
And the little lives uplift,
That no shade the light may mar,
For behold! it comes from far.

EVERYDAY PRACTICE DEPARTMENT.

IMPORTANT ANNOUNCEMENTS FOR THE COMING YEAR.—A NORMAL DEPARTMENT.

During the past year the KINDERGARTEN MAGAZINE has appeared from month to month as symposium numbers, each discussing some one leading subject connected with professional kindergarten training. This plan has proven profitable and has called forth the heartiest appreciation from our always cordial readers.

Our plans for the coming year are again made in response to the candid demand of our readers. The central purpose of the KINDERGARTEN MAGAZINE (Vol. VIII) for 1895 and 1896 will be that of furthering the Normal-training work of our profession. This effort has its limitations in printed form, but there are channels which cannot fail to carry good to every reader, especially to the seeking, intelligent student. Of these there are several thousand on our lists. Instead of the miscellaneous matter which has appeared under the "Everyday Practice Department," there will be at least four systematic series of work appropriate to the needs of normal students:

1. A series of child-study questions, based on the Mother-Play Book, will be conducted by Miss Susan E. Blow. These questions will be arranged for individual study or class discussion. The corresponding secretaries of the kindergarten clubs will preserve the discussions and furnish the same for publication. It is to be hoped that a uniform point of interest may thus be established and a vital circulation of opinion be set in motion among our professional workers. This practical plan emanates from Miss Blow herself, and will receive her heartiest support. Individual students may send their answers to the magazine for correction.

2. A normal course in children's music and methods, with both the voice and piano, will be practically considered, with outline points for a written test of the work accomplished by the students who follow the subject. The song has always been the pivot point of good program work. The words of the song have often been presented as the more important element, while in fact the essential factor is

the singer who has something to tell, and who tells it beautifully.

3. Conferences over program work will be held in different parts of the country under the management of the Kindergarten Literature Company, and the fruits of these conferences published in full from month to month. These conferences will be conducted by authorized and valid workers, and by a general plan acceptable to professional authorities.

4. A series of articles on color and design, as well as spontaneous drawing and free water-color work for normal class use, will appear in carefully organized form. Kindergartners need more overflow and illumination in their work. This can only be brought about by a concentrated plan of action, which is supported warmly by the majority of the profession. If the seventy-five training teachers of our country can follow the same general lines of study from year to year, invaluable good will accrue to all. There is more diversity of opinion and practice in the handling of art and color than any other one department of our training work.

5. Plans will be suggested for organizing and conducting mothers' meetings, home-study circles, parents' parliaments, reading clubs, and social kindergarten unions. Programs will be outlined, speakers furnished and reports of important results printed in full. Especial consideration must be given, during the coming year, to mothers' meetings in connection with every kindergarten. Systematic study of the Mother-Play Book should be made the basis of this work. A series of questions to ask the children by mothers using the Mother-Play Book at home will accompany each set of child-study questions for the teacher. The careful learning of the songs and hearty playing of the games will be urged as essential to every mother's club program. Help must be extended every mother or teacher who looks to the kindergarten.

As announced elsewhere, the subscription price of the KINDERGARTEN MAGAZINE will be raised from \$1.50 to \$2.00 for the coming year. This enables the management to secure the time and assistance of professional workers, and at the same time is a small matter of expense to those earnestly seeking growth. A single lecture course covering a few hours' time frequently costs twice this sum, while normal training tuition varies from fifty to two hundred dollars. This normal plan of the magazine does not take the place of training, but it will make it possible for those out in the

field to keep in touch with each other, and be in line with the progress of the movement. We urge the hearty coöperation of our readers in all matters which further the work, and invite candid criticism, suggestions, and recommendations concerning all things which may help or hinder the movement. The coming year promises great opportunities and greater responsibilities to everyone identified with the kindergarten work.

MISS SUSAN E. BLOW AND HER FRESH TRANSLATION OF THE
FROEBEL MOTHER-PLAY BOOK.

More light is the demand on all sides with regard to Froebel's Mother-Play and Song Book. In response to this general call, and also to an inner conviction that no one book could be more practically helpful to the professional kindergartner or the unprofessional mother, Miss Susan Blow has labored during the past fifteen months to prepare a new translation of these inimitable songs, and bring them to the press of D. Appleton & Co. for publication.

The increased interest in, and demand for, a better knowledge of Froebel's work is not confined to the kindergartners. A city grade teacher recently made the following candid statement before a teachers' institute: "The people who understand and believe in that remarkable Mother-Play Book of Froebel, have a degree of insight and power peculiar to themselves. They are always ready to take initiative steps in our meetings, they dare to be original, and they heartily enjoy the detail of their daily work. How may we lay hands on this kind of vitality?"

A restatement of fundamental truth, however familiar to the world, is the best sort of tonic for teachers. In writing this Mother-Play Book Froebel did for education what Carlyle or Mazini did for sociology in the earlier part of the century; he reiterated in profound earnestness those statements which rekindle and reawaken in men and women a just appreciation of their duty to their fellow-men. The Mother-Play Book records his most serious convictions concerning a revival of home education, and at the same time contains his careful thought as to the method or form of instituting this natural, hence philosophic, education.

Therefore the serious study of this book by parents, teachers, and kindergartners, is setting a strong and vital current into motion, which carries warmth and depth and inspiration into the daily training of little children.

A kindergartner of long experience writes as follows: "I have been in the constant study of Froebel's kindergarten theory for many years, but I feel at present all adrift about my program work, and am discouraged when thrown upon my own resources." Similar confessions come from other conscientious workers. What does it mean? It means that teachers need other than accumulated resources. It means that they need a more certain knowledge of fundamental law, that law by which Froebel himself worked out volumes of original, inspirational, creative matter. It means that they need to make a *systematic* and *reflective* study of the one book which records his so-called method, and which reveals his basic philosophy. Never before in the history of the kindergarten movement was there such a searching after, hungering after and reaching after the kernel of the Froebellian doctrine than in the present hour. We have studied assiduously the many departments of pedagogy in vain, only to be brought back by our individual necessity to a study of the child. The teacher who is at a loss for plans of work; the teacher who experiments in the vague hope of "striking gold"; the kindergartner who runs about after everyone else's happy effort, or travels to Greece for a source of inspiration,—each of these must turn back to a sincere, *motherly* study of the child. The child is the most concrete statement of truth and has been set in our midst for all time. Miss Susan Blow is, without question, the most conscientious student of Friedrich Froebel we have now among us. She has spent a score of years in research, comparative study, and a practical test of Froebel's educational theories, bringing to this study all that insight which accompanies broad intelligence, native culture, and integrity of character. The characteristic energy of Miss Blow has been dedicated during the past year and a half to the translation of the Mother-Play Book, and the first edition of the book will appear soon after the date of this writing. Miss Blow has worked under many disadvantages, but with great care and consideration of the worth of all previous efforts in this direction. At the present time in both England and Germany students are at work to bring out adequate translations of the Mother-Play Book, but there can be no question of Miss Blow's peculiar right, by virtue of experience, to every precedent in this work. She is a woman of unstinted impulse and energy, which is equaled by her just and modest consideration of the rights of all others. While soliciting the most frank criticism of her friends, and honoring all worthy assistance,

she has never lost sight of her chief duty, viz.: to find and secure in spirit and truth the inner meanings of Froebel. Having full command of the German language, Miss Blow has made a comparative study of the philosophies and thought tendencies of Froebel's time, and has thus been able to satisfy herself with reference to his more obscure meanings. She has incorporated the fruit of this careful investigation in the Introduction to the new volume. This introductory chapter is said, by Dr. Harris, to be the finest literary work ever done by Miss Blow. Her organic style and powerfully constructive thought are already well known to us in "Symbolic Education."

The necessity and advisability of making a fresh translation of the Mother-Play Book, and undertaking of the arduous labor attending such a work, has long been felt by Miss Blow. The old translations have only too frequently left the student with a questionable doubt as to Froebel's intention, and all discrepancies have been charged to the translators by those confined to the English language. The poetic form having been made secondary to the subject-matter, we have been obliged to overlook the most barbarous rhymes, and sing words far from relevant to little children, to say nothing of the injurious effect upon the poetic sense of both kindergartners and children. We quote the following comments from Miss Blow herself:

"I do not believe Froebel can be literally translated for several reasons. First, his mind was in a ferment with ideas which were working in him, which made him do things which he had not always consciously mastered, hence his commentaries are at times obscure. Next he had not the gift of song, and was prone to mix his pedagogy with his poetry; hence the defects of his songs and mottoes. The chief purpose of the new Mother-Play Book is to throw Froebel's meaning into relief." Frl. Eleanora Heerwart, of Eisenach, Germany, has written most cordially concerning Miss Blow's undertaking, and urges that the sense of Froebel's writings should be rendered and not merely the words, which have hitherto been the great stumbling-block to students. The fresh translation will appear in two volumes, in the "Educational Series" as edited by Dr. Wm. T. Harris, and similar to "Symbolic Education." This is an appropriate setting for Miss Blow's work, since she frankly credits to Dr. Harris the influence which has given her so great a philosophic impulse, and ability to apply it to practical issues. She has said in all sincerity: "I owe to him the

ability to do anything worth doing." Apart from the higher assistance of Dr. Harris, Miss Blow has found him ready to support her effort in a most practical way, since securing the services of poets and composers to order has been far from the least financial consideration in bringing out the new book. The personal effort and sacrifice of Miss Blow in achieving this work is sufficient guarantee to the public that her motive is prompted entirely by the needs of the workers and her own affection for the movement.

One of these volumes will contain the songs, mottoes, pictures and commentaries of Froebel, arranged for the specific use of mothers and kindergartners. This same volume contains the exhaustive introductory chapter, setting forth the aims of the book, the mental struggles of Froebel's own time and an outline of his religious philosophy. In addition to all this wealth is an extensive appendix, bringing such discussionary matters and illustrations of argument as would be of value to the specialist student, and a prose statement of Froebel's literal text, the sense of which is rendered in poetic form in the body of the volume. The second volume will contain the pictures, songs with music, and poems for the children, for home and nursery use. In this children's volume the original illustrations of Froebel are reproduced part by part, bringing into nearer relief the fascinating details of these suggestive pictures, and enlisting the children's interest in the related meaning of the many parts when they appear in one composite picture. In addition to these two volumes a series of enlarged drawings from the original composite pictures will be reproduced on single cards for nursery, school, and kindergarten use. Into the midst of each of these will be printed the appropriate poem as written for the new book. These pictures are also being prepared by Appleton & Co., and are to be supplied in single pictures or larger quantities.

Having an organic plan and well-defined purpose in reproducing this valuable book, Miss Blow has secured through the hearty coöperation of the best writers of children's verse and music very acceptable series of songs. She has confined herself to duplicating Froebel's original songs in the best poetic form, set to a choice selection of music, often rejecting many efforts in themselves acceptable, but not serving Froebel's purpose in the clearest manner. Among the verse writers who have assisted in this work are the following: Mrs. Emily Huntington Miller, Mrs. Laura E. Richards, Miss Kate L. Brown, Miss Emily

Poulsson, Mr. Geo. Hyde Page, Caro Dugan, and Mrs. T. L. Elliot. Mrs. Elliot transcribed the mottoes of the entire book with remarkable fervor and insight. The composers who have had the task of setting the songs to music are Miss Eleanor Smith of Chicago, Mr. W. W. Gilchrist of Philadelphia, Mr. Geo. Osgood of Boston, Mr. F. F. Bullard of Boston, Miss Parker of Brookline. Of these Miss Eleanor Smith furnished twenty-nine songs. In addition to the original music and words Miss Blow has retained, by special permission, several of the choicest songs from the previously published song books, also several of the Reincke children songs.

The purpose of the new song book is not merely to add a fresh supply of appropriate children's music. Its chief function is to present, in artistic form, Froebel's typical songs, based on the original Mother-Play Book collection. This collection Miss Blow firmly believes to have been arranged on an organic, psychological plan, intended to serve in the most direct way as a background for organic program work in scientific child-training. Every student of the Mother-Play Book will agree with her in this. Miss Blow has stated candidly that we need more song, more playfulness, more participation in children's play on the part of parents and kindergartners, and less speculative talk about the moral influence of music, or the important significance of play. Her effort to bring this book into the hands of every mother is proof of this conviction. In order to assist practically in bringing about this revival of story, song, and play, Miss Blow has arranged her translation in two parts,—one for mothers, another for the children. She has therefore confined herself to the typical songs, urging that every mother should know well a few songs and how to sing them; also that our growing body of kindergartners should work toward a simplification of our songs, using fewer, better, and more typical ones, and coming together from time to time for the sole purpose of singing and playing.

While feeling the need of a more artistic form for the children's songs, Miss Blow has by no means forgotten or underestimated the pioneer efforts of those who helped forward the movement in the early days. In speaking of Mrs. Clara Beeson Hubbard, who compiled the first kindergarten song book, so well known as "Merry Songs and Games," Miss Blow has said: "With the children Mrs. Hubbard was a very witch. I have never seen anything so beautiful as her children when they played on the circle. You were in

the woods or by the brook with the birds and the butterflies, the flowers, and the trees. And the complete absorption of the children! It was something I can never forget, and its influence still helps to make me love the old songs."

In speaking of children's music she writes as follows: "I suppose that the true song for childhood is as yet only embryonic, or at best in its swaddling-clothes. We cannot expect at once another Reinecke, and we must be content with the approximately ideal. It seems to me that some people go to an extreme in seeking the correspondence between music and thought or words. Music must always be universal, or rather it must correspond, not to particular facts or ideas, but to *processes*. For instance, music might express storm, but not a particular kind of storm. I think it might be easy to err in trying to make music too special in its interpretations." Again she writes: "Kindergartners and mothers must go deeper into psychology before their work can become thoroughly simple and natural. Even in such external things as manners and dress, how obvious it is that it takes long culture to achieve true simplicity. Is there anything more ludicrous than the airs, graces, and toilet of second-rate, or rather tenth-rate, people? We hear about simple, rustic maidens. My experience is that simplicity is the product of high culture. So with simplicity in thought and word."

Mr. W. W. Gilchrist, of Philadelphia, who is one of the most successful writers of children's music in our country, and who has composed ten songs for Miss Blow's new book, makes an interesting statement to the effect that we do not expect enough musically of the children. The reason children find difficulty with good music is defect in the teachers. Miss Blow adds to this the significant statement: "We shall not get things even approximately as they should be until a *thorough musical training is made a part of the preparation of the professional kindergartner*."

We believe that a new day has opened for the professional kindergartner, one which shall be rich in native powers and native accomplishments. Miss Blow has said: "To be an ideal kindergartner means to get conscious insight into the deepest problems. It is this which makes the undying interest in the work. Baroness Marenholz once said to me that, after twenty years' study of Froebel she was always finding something new. What we must do is to *mine* for the gold of his thought, and correct the involutions and convolutions of his slow emitting style."—*Amalie Hofer*.

AT WHAT AGE SHOULD A CHILD ENTER THE KINDERGARTEN?

To begin the kindergarten training of a child at five years of age is certainly one, if not two, years too late. The child at that age has already taken too much of a permanent set; has received too many coarser impressions to be open to the influence of the kindergarten as it should be. Indeed, my observation is that two-and-one-half years is a better age than any later. The fact is, that the mothers should understand Froebel's ideas of child development, and commence with the first opening of intelligence. There are many reasons why the earliest beginning should be made in the kindergarten; the limited time for educating the children of the poor particularly being one of the principal ones, as they are compelled to go to work so young; hence every moment of time should be utilized that may be wisely. Besides this, the period of valuelessness (for service) and care-absorbing, as well as plasticity, is most favorable, giving care and custody to the child and relief from these to the mother, which is to be highly appreciated. Then again, the poor are subjected so frightfully to the influences of the powers of evil in earliest youth, which the kindergarten neutralizes in so great a measure. Pennsylvania, like Iowa and other states, also has a constitutional provision concerning school age, which provides that "the state shall furnish education to all children between the ages of six and twenty," but does not prohibit same before or after the periods named, and the boards in the large cities are governed by the provision almost entirely as to age of admission. I believe in the kindergarten movement we have at once the hope of civilization and religion as well, and by means of which the present social unrest can be dealt with more speedily than through any other agency. There is no more direct avenue to the human heart than through the little children.

A brawny Irish woman, in response to the question: "How do you like this sort of thing?" referring, of course, to the kindergarten work which she had watched with eagerness for hours, remarked: "Oh, sir, this is the finest thing that has ever been done for us. These young women take children from the dirt of our alleys and gutters, and from their homes where they see so much drunkenness and violence, and with patience that you would not believe, make decent children of them." This commentary, delivered in a rich brogue, is as fine as anything can possibly be, and as appreciative as intelligence could make it. It is my con-

viction that nothing can bring together the classes in fraternal relation, thereby carrying out the idea of the brotherhood of man so quickly, or so completely, as a thorough application of the kindergarten system of child development.—*H. E. Collins, Pittsburg, Pa.*

PHONICS AS A FOUNDATION FOR READING AND SPELLING.

A knowledge of reading and spelling is generally conceded to be the most necessary and yet the most difficult instruction that a teacher has to impart. To facilitate this teaching, the writer suggests that learning the elementary sounds of our language be made a part of kindergarten training. Children begin to speak at two years old. During the next three years they can be taught that words are composed of sounds, each of which can be uttered alone. The little ones should be led to recognize the fact that each sound is made by placing the organs of speech in a different position, and when necessary, they should be instructed in the correct placing of the organs. The ear should be trained to appreciate, and the organs of speech to pronounce clearly and easily the elementary sounds that make up the words which compose a child's vocabulary, before the eye is introduced to any written or printed symbols of words; and great is the fun they will get from this play of building sounds. With such ear training in the kindergarten, the pupil would be prepared, on entering the primary school, to receive the eye training which results in the recognition that letters are indicators of the spoken sounds.

Few educators will demur to the proposition that truth alone should be taught to children, and that the reasoning powers should be developed early and continuously. Therefore, in teaching reading and spelling a rational method should be employed at the beginning; only words spelled phonetically should at first be taught, and exceptions and anomalies be brought in gradually, after the mechanics of reading are mastered. The mechanics of reading are: (1) Recognition of letters as representatives of the phones,—that is the elementary sounds—already learned; the pure phone being given in connection with the letter, and not the name of the letter; (2) Learning to recognize and pronounce two or three letters successively, as indicating the phones of a word; (3) The apprehension that successive letters are to be sounded from left to right. [A child is just as apt to begin at the right hand as at the left, until trained

to start at the left.] (4) The recognition that words pronounced successively compose a sentence and indicate a thought. The mechanics of reading should, of course, be taught by means of the blackboard, after object lessons and conversation about the object. The words first taught, and of which short sentences are constructed, should be such as are represented by letters corresponding in number with the phones of the spoken words, and which have their regular sounds in those words. The short sounds should be given to the vowel letters, as in *mat, met, hit, hot, hut*. In a few days children will read many sentences and enjoy the exercise. To ensure correct and prompt pronunciation, as well as to promote a rapid acquaintance with books, most of the reading done during the first year of study should be with a pronouncing print. Such print, which does not at all interfere with the ordinary spelling, has been devised and can be applied to any book.

The truly rational method of teaching to read—that in which a child's reason only is appealed to until the mind has been informed on needful points, and is sufficiently strong to grapple with the exceptions and anomalies of orthography, may be thus formulated:

First step.—Pure phonics taught in the kindergarten or lower primary, for from three months to a year, according to age and development, before letters are in any way taught. Object lessons given and language developed by conversation.

Second step.—Letters taught by their sounds, not names, a few at a time, and only in words having truly phonic combinations.

Third step.—The introduction of silent letters, shown by hair-line type; to be disregarded in reading but not in spelling or writing.

Fourth step.—The long vowels, and a few other sounds, denoted by diacritically marked letters.

Fifth step.—Wrongly sounding letters rectified to the child's eye and apprehension by having their true representative letters placed below.

Sixth step.—Reading practiced for a year in pronouncing print, or until the correct enunciation of all common words is secured.

Spelling can be taught by any of the approved methods. The phonic analysis of words, and constant attention given to the silent and wrong sounding letters when reading pronouncing print, aid in making *good spellers*. See testi-

mony on this point given by Commissioner Wm. T. Harris in "Circular of Information, No. 8, 1893." The pamphlet is sent free on application to the Bureau of Education, Washington, D. C.—*Eliza B. Burns, New York City.*

EXAMINATION QUESTIONS FOR KINDERGARTNERS ENTERING
THE CHICAGO PUBLIC SCHOOL, 1894.

1. What are the essential qualities of a good kindergartner?
 2. Why did Froebel call his institution a kindergarten?
 3. What is the difference between a kindergarten and a school?
 4. State principles on which the kindergarten is based.
 5. When does all knowledge begin?
 6. What mental faculties are especially cultivated in the kindergarten?
 7. What benefits arise from awakening the creative spirit in the child?
 8. What is method?
 9. How does the intelligent work of the hand serve to develop the mind?
 10. How long should a child be left to his own resources?
 11. What significance does Froebel place on the plays of children?
 12. In what ways does the use of gifts exercise language and memory?
 13. How may instruction in number be given?
 14. Why should the child work from verbal direction, rather than from imitation? How far is such direction necessary?
 15. How can individual growth be secured?
 16. How may virtue and morality be taught in the kindergarten?
 17. Why should children of all classes have kindergarten training?
 18. How early should such training begin?
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THE PLUMED KNIGHT.

(A story of the corn.)

Once upon a time there lived a knight who was tall and strong and brave. He was almost a giant in height, but very slender and straight. His armor was beautiful, bright, and green, and shone like silver in the sunshine. On his head

he wore a plume that waved to and fro as he bowed to his fellows. He had a great many children, oh, so tiny! who hoped some day to become as tall and straight and good as their father. They wore bright yellow coats and looked so much alike that you could scarcely tell one from the other.

These boys and girls were kept in the nursery until they should be old enough to start out in the world for themselves. The knight believed in accustoming his children to hardships, so they were given husk beds in which to sleep. When they marched can you guess to what music they kept time, and who the musicians were? There was Bumble Bee with his bass viol, Grasshopper Green played his strident violin; little Boy Blue had his horn, and now and then the little black boy named Crickety Cree would pipe in with his cheery voice. When Mrs. Meadow Lark was not too busy with her household cares she would play the flute, and oh, how beautifully she played! People would stop by the roadside to listen, her music was so entrancing.

Sometimes Lady Bluebird assisted with her sweet, far-away voice, that carried one beyond earth to heaven. Some days there would be a soft, low accompaniment of rain-drops, and then other days, and these were many, the sun-beams would come and dance for the pleasure of these wee children. Butterflies in gorgeous array hovered about and whispered loving messages, and even the "fuzzy caterpillar" manifested a friendly spirit. In a home not far away lived a friend, Mr. Field Mouse. He was a quiet little body, but these yellow-coated boys would have been lonely without him.

The good knight loved his children very much, but he could not bend over to talk to them on account of his armor, so he sent them loving messages over the silken wires that led to the nursery. When his boys grew large enough they were sent out into the world to help make people strong, or to become true knights like their father.—*Helen B. Coe.*

INTERNATIONAL KINDERGARTEN UNION.

To the Kindergartners:—It seems advisable at this time to make a brief statement in regard to the International Kindergarten Union—the work it has done, its present condition, and its possibilities for the future. Organized in July, 1892, the Union has nearly completed its third year of existence. With a view toward more concerted action, a society membership was early substituted for the individual mem-

bership with which the Union began, each society being free to carry on its local work. Nine societies formally joined the Union under this provision, and ten others expressed a desire to do so, but failed to send to the treasurer the required dues.

By vote of the Executive Committee in October, 1892, the Union accepted an invitation to become a member of the National Council of Women, and has already held two meetings in connection with that large organization. At both these, the first in Chicago in May, 1893, and the other in Washington in February last, the kindergarten idea was presented with a dignity and force which commended it to all present. Another public meeting of the Union was held in July, 1893, in connection with the Kindergarten Congress. The Executive Committee has held meetings in Chicago, Philadelphia, New York, and Washington, though owing to the fact that the members are widely separated, only a limited number could be present at any one time. The financial basis of the Union has always been sound. The dues of the individual members during the first year, and of the local branches since, have kept the treasury in good condition. The expenses incurred have been mainly in connection with the public meetings, and include the regular dues of the Union as a member of the Council of Women. The last treasurer's report showed a balance of nearly two hundred dollars.

Mrs. Sarah B. Cooper, of San Francisco, has been president of the Union since its organization, and has always given it the hearty support of her sympathy. Owing to many other cares, she has been unable to attend to the details of the active work, and these were delegated to Miss Sarah A. Stewart, of Philadelphia, to whose energy and faithfulness the Union owes its present good standing among similar organizations. Mrs. Cooper has lately resigned her office, and at a recent meeting in Washington the executive committee selected Miss Lucy Wheelock, of Boston, to fill the vacancy. Miss Wheelock has accepted the position until the annual meeting of the Union, which will take place during the sessions of the National Educational Association at Denver. At this meeting it is hoped to perfect plans to carry out more effectively the second aim of the Union, viz., to bring into active coöperation all kindergarten interests.

The merits of such an organization as the International Kindergarten Union need not here be rehearsed. Those

who attend the meeting at Denver will have opportunity to promote its best interests, and this article is written that some previous thought may be given to the matter. Those who cannot be present at Denver are invited to send to Miss Wheelock suggestions as to general plans or methods of work. The possibilities of the International Kindergarten Union are great. Its success rests with the kindergartners of this country.—*Caroline T. Haven, Cor. Sec'y I. K. U., New York, May 4, 1895.*

FLORAL FORMS FROM THE GEOMETRIC PAPER FOLDING.

The Snowdrop.—Cut eight squares $\frac{3}{4} \times \frac{3}{4}$ inches (white). To make the full-blown snowdrop, divide a square in halves by a diagonal fold from corner to corner.

2. Open and place the square with the fold going from left to right.

3. With the right hand turn the lower corner up to the fold, making the lower left edge parallel with the horizontal fold.

4. Turn this round so that the corner which was at the top will now be at the bottom. Turn the lower corner up to the crease so that the lower right edge will run parallel with the horizontal fold.

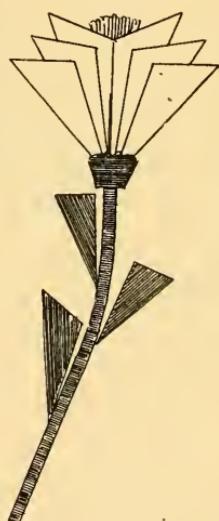
5. With the smooth side down and the horizontal fold still going from left to right, turn the lower corner back upon the upper corner, dividing the trapezium in halves, making a scalene triangle.

6. Make six scalene triangles in all. Hold two in the left hand with the long open edges together, and with the right hand slip a third one in the opening at the bottom, with the longest edge to the right. A good paste is then needed to keep them in position.

7. With three more do the same, this time turning the longest edge of the third to the left.

8. Paste these together on a cardboard with the right edge of one and the left edge of the other touching and the acute angles terminating in one point at the top. Cut a small piece of green paper and paste it at the top to represent the end of the stem.

9. Cut three long, narrow strips of green for stems of plant,—one about four inches long, two about two-and-a-



half inches long. Paste the longest in a vertical position, and the two a little slanting, one on the right side, the other on the left side. Arrange the four-inch stem so that the top

is near the snowdrop. Connect the flower to the stalk by a short, narrow strip of green.

10. With the two remaining squares fold two buds. Divide the square as before, with a diagonal from corner to corner. Open and turn lower corner back so that it touches the horizontal fold. Turn this round and fold the lower corner back so that it also touches horizontal fold, making, when finished, a trapezium.

11. With the smooth side down, join a bud or trapezium on the top of the slanting stalks. Let the buds hang downward. Paste a small piece of green over the connecting place to represent part of stem.

12. To make the leaves of the plant: Take a green square $1\frac{1}{2} \times 1\frac{1}{2}$ inches and fold into a trapezium. Open and cut the three folds, making four scalene triangles. Place two together so that they form a leaf with the end turning outward. Make the same with the remaining two. Paste these at the bottom of the three stalks, completely covering the three ends of stalks. Three smaller leaves may be cut and placed at the top of stalks, acute angles turned down.

A pale-gray cardboard will prove a very good background for the snowdrop.—*Delia H. Jacobus.*

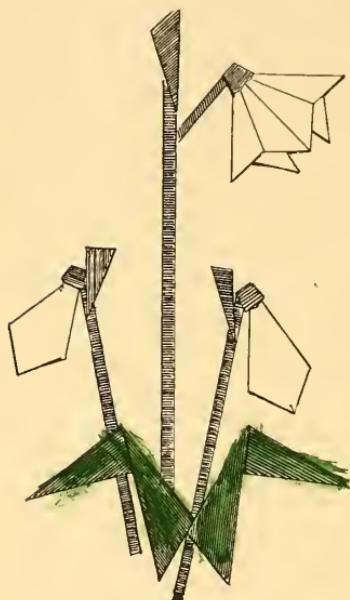
MAPLE LEAF WITH FINGERS FIVE.

“Green leaves what are you doing
Up there on the tree so high?”

“We are shaking hands with the breezes
As they go singing by.”

“Why, green leaves, have you fingers?”
Then the maple cried in glee:
“Yes, just as many as you have;
Count them, and you will see.”

—*Kate L. Brown.*



KINDERGARTNERS AT DENVER.

Kindergartners and their friends are registering for place in the special kindergarten train, leaving Chicago July 5, at 10:30 P. M., which will be met by trains from the East and Canada. No happier party will roll across the plains than that of the kindergarten folk. Miss Wheelock writes for the New England company: "We will have opportunity *en route* to gain some baptism of the spirit that comes through play, and we might all ascend Pike's Peak together and form a ring on some knoll." Central headquarters are arranged for the kindergartners and will be selected with every advantage to the workers.

There will be but two main sessions of our department. These are crowded with good things and good people. It is with the greatest satisfaction to all that the name of Mr. Wm. L. Tomlins is added to our regular program. Mr. Tomlins will speak on "The Faculty and Ministry of Song" on the afternoon of Thursday, July 11, at 4 P. M. The twenty-five years of experience in choral work with adults, people's chorus, children's chorus, and the World's Fair choruses, give Mr. Tomlins an authority to speak on this subject second to no musician in the world. The kindergartners who will be privileged to meet Mr. Tomlins informally, and at Round Table discussions at Denver, have much to look forward to.

The desire of the officers of the kindergarten department of the National Educational Association has been to secure concentrated interest in the two general sessions, leaving free time for informal and social intercourse. One evening is to be set aside for play—*real* play, not *play* play. There will be much music at the regular sessions as well as at the informal gatherings. The director of music in the Denver schools is arranging to give a series of cradle songs by a chorus of kindergartners, on the afternoon when the mothers' meetings will be discussed. Appropriate spring and summer songs will be selected for the other session.

Every teacher who has followed the discussions of the report of the Committee of Fifteen will be glad of the opportunity to hear the paper by Mr. James L. Hughes, of Toronto, on the "Comparison of the Educational Theories of Froebel and Herbart." We need light on the subject of Herbart and we also need a study of the report of the committee and the statements of Dr. Harris.

The sessions of the Kindergarten department will be held in the Denver Trinity M. E. Church, corner of Eighteenth

avenue and Broadway. The officers for the past year are as follows: Miss Lucy Wheelock, president; Miss Mary C. McCulloch, of St. Louis, vice president; Miss Agnes Mackenzie, London, Ont., secretary. The local committee in charge of the Denver kindergarten interests is as follows: Mrs. Ione T. Jones, Miss W. T. Caldwell, Mrs. N. P. Hill, Hon. Horace M. Hale.

Headquarters for the kindergartners have been secured at Wolfe Hall, on Capitol Hill, a large private school building, with beautiful surroundings. Rooms are to be had for \$1 a day, board to be found elsewhere.

HELP WANTED IN SONGS, GAMES, STORIES.

In 1893 the following question was asked of thirty leading kindergarten workers in different parts of our country:

"Which of the following four main departments of our professional study do you think needs most attention at present, a discussion of which would help the greatest number of kindergartners: Gifts, Occupations, Songs and Games, Stories?"

From California came this answer: "I should by all means say the songs and games."

From Maryland: "I would be glad for a full and complete discussion, from every point of view, of the songs and games. As a rule this is the department in which kindergartners are least successful."

From Brooklyn: "I should wish in connection with the gifts more little songs and games, especially adapted to the youngest children, for the home and the kindergarten."

Miss Garland, of Boston, replied as follows: "The third subject is the one I should like to see well considered—the musical training. It seems to me to be less wisely considered than other parts of the kindergartner's education."

From Albany: "I believe that songs, games, and stories have the greatest possibilities in them of all other branches of our work. In my own personal work I find a tendency to overlook deficiencies in these branches which would never be allowed in the gifts or occupations. We need good, stirring articles on these subjects, and encouragement to overcome the difficulties in the way of artistic expression."

From New Haven, Conn.: "Strong creative and artistic work is what is most needed by our kindergartners; more

dramatic expression in the games and on the part of the child, and less of a set plan on the part of the teacher."

From Buffalo, N. Y.: "Help on songs, games, and stories will meet the needs of the greater number of kindergartners, I am sure. Through resource in these lines will come the necessary help in gifts and occupations. Musical training is coming to be felt more and more of a necessity."

Miss Wheelock wrote as follows from Boston: "There is special need now of presenting the musical side of the kindergarten work, giving songs of good quality musically and of some literary value as well. I wish to see a more general connection between the songs and games and other work of the kindergarten. There has seemed to be a tendency to isolate the games and make them purely gymnastic and mechanical. I hope to see the ideal phases of things emphasized in the kindergarten rather than the manual side."

Others selected help on gifts, occupations, stories, and programs, but it was evident from the qualifications made in such cases that our greatest need is deeper resources and a capacity to use the same freely and naturally.

DOES A PUBLIC SCHOOL KINDERGARTEN COST MORE THAN A PRIMARY GRADE?

The enormous expense of conducting public school kindergartens is one of the reiterated arguments against the introduction of these infant departments, even where public sentiment is convinced of the importance of scientific child training. The following figures are reprinted from the Saginaw, Mich., *Courier Herald*, February 21, 1895, which may furnish a counter argument, based on facts, to the general notion of disproportion of kindergarten expensiveness: "The school board of Saginaw reports twenty-one first grade schools and six kindergartens. The current kindergarten supplies cost \$400 a year. In order to show the comparative cost per pupil for teachers' salaries in the kindergarten and in the first grade for the last four months of 1894, we would state that the total salaries in the kindergarten for that period were \$1,570, the average number of children belonging, 393, cost per pupil, \$4.42.

"In the first grade the total salaries for the same period were \$3,040, the average number belonging, 750, showing the cost per pupil of \$4.26.

"At first some of the members of the committee were

opposed to maintaining the kindergarten schools, believing the cost exceeded the benefit derived, but after more thorough personal investigation, we find there, as in other schools, a systematic course of instruction, leading up to, and to some extent overlapping, the studies of the first grade. Heretofore too large a percentage of the first-grade scholars have had to remain two years in that grade, much of this being due to the fact that many of the children could not on entering school speak or understand English. The tables show that this difficulty is already being overcome through the kindergarten, and we believe that the benefits in this direction will continue to increase.

"There are a very large number of children who cannot speak English when they enter the kindergarten, but they learn it much faster there than they would in the first grade, owing to the different methods pursued, which are much more interesting to them. In all their games and sports there is a carefully devised system of instruction and development physically, mentally, and morally, the course leading on in the latter part of the year to studies of words by reading and writing, the studies in numbers being pursued from the beginning of the year.

"The committee is unanimous, therefore, in its opinion that it would be very unwise to stop these schools, and we ask any who doubt this conclusion arrived at to make a careful and extended inquiry in this matter, feeling sure they will admit that the public benefit derived outweighs the cost. The recommendation of the committee is that the present kindergarten schools be continued."

A MODEL KINDERGARTEN BUILDING.

Last December the West Middle School District of Hartford, Conn., finished and took possession of a model kindergarten building. This district has the honor of having established, in 1886, the first public school kindergarten in the state of Connecticut, which occupied first two and then three rooms in the main school building, until it so increased as to make some further provision necessary. At a meeting of the committee it was voted to appropriate \$41,000 for the erection of a suitable building. The building just completed is of two stories, built of brick with stone basement, the ornamentation being of terra cotta and carved stone; upon the arch over the main entrance is carved the

motto dear to the hearts of all kindergartners: "Come, let us live with our children." Below this arch on either side is carved a child's head. The building is in shape a parallelogram, the long sides of which face east and west, the entrances being at the north and south ends. As we pass through the beautiful and appropriate entrance, we find ourselves in a long and amply lighted hall of generous width, running the entire length of the building. Cloak rooms of iron grille work are arranged for each class near windows, so that both light and air have free access to the garments hanging within. Under each hook is a pocket-like receptacle of grille work for rubbers; this is a simple contrivance, but most appealing to anyone who has struggled with the problems arising from the care of numbers of small rubbers.

We will confine ourselves to a description of the lower floor as this is the domain of the kindergarten, the second story being divided into three rooms with every convenience for primary work, with at one end a teachers' room, at the other a room for exhibits of children's work.

To return to the kindergarten—we find five rooms facing east, the one in the center being an assembly, or play room. This is thirty-five feet square, with one side built out like a great bay window, allowing plenty of light and sunshine to enter. Cutting off two corners of the room are cabinets with glass fronts for the various collections. An upright piano in a maple case matches in color the wood-work of the room (the entire building is finished in ash), while in convenient spaces are slate blackboards where pictures illustrating the new song, game, or story may be drawn.

On either side of this room, opening into it and into each other, and into the hall as well, are two classrooms, each of the four having two east windows, the two end rooms having also three north and south windows respectively. These rooms are generously provided with slate blackboards of convenient height for the little people who use them, and each has its corner cabinet for materials.

Last in order, but not least in point of comfort and convenience, we must mention three other rooms—one a pretty reception room opening into the hall opposite the assembly room, and furnished with rug, rattan couch, chairs, desk, and cabinet, used for the general comfort of all, and also, if desirable, for exhibits of the work of the children. The other two rooms are small, and situated at the ends of the hall; one is fitted up with a stationary clay board, water,

and other conveniences for the care of clay, another cabinet for materials, etc., the other is used as a cloak room for the kindergartners. Every effort was made to make this building as nearly a model as possible, and any suggestions were gladly welcomed which would add to the convenience and success of the kindergarten. We would like to see every kindergarten possessed of such advantages. A general air of comfort and cheerfulness pervades the whole building. The kindergarten enrolls over one hundred children and is presided over by Miss Woodcock and her three assistants, further assistance being furnished by the pupils of Miss Woodcock's training class.

CHICAGO KINDERGARTEN INSTITUTE AND THE GERTRUDE
HOUSE.

All of us remember how Dobrunka, abiding at home, doing, as she supposed, her whole duty, was suddenly driven out in midwinter to gather strawberries on the mountains. "And the snow fell and the wind blew," but old January bade July help her, so that Dobrunka joyfully ran home with just enough berries.

Some of us remember how a kindergartner, doing, as she supposed, her whole duty, was suddenly called out to the stockyards district of Chicago to gather up the children. "And the snow fell and the wind blew," but the spirit of coöperation sent her home with more than enough.

Through a kindergarten begun shortly after was aroused in the minds of kindred spirits an interest in this stockyards neighborhood at Forty-seventh street and Ashland avenue, which is also the field of the work of the Settlement of the Chicago University.

If Dobrunka could scarcely credit her eyes when she looked upon the vision old January commanded to be spread before her, how much more reason has there been for astonishment to those of us who were taught to believe that Chicago's share of the "World Beautiful" lay along the avenues and boulevards only of the so-called rich!

Out of the intense interest aroused in this neighborhood grew the idea of establishing a kindergarten institute for the training of young women, right there in the heart of so many good things. A journey to Berlin, a visit to the Pestalozzi-Froebel Haus, strengthened this thought. Accordingly, in October, 1894, there came, from east and west and north and south, over the tracks and through the stock-

yards' smoke, to the institute rooms at 4647 Ashland avenue a class of twenty-six members. They were made welcome by a happy greeting from Miss Mary McDowell, the head resident of the Settlement, and also by a letter from across the water from Fr^l. Schepel.

As most of these students were nonresidents of the city, it was thought advisable to create a home for them. It being impossible to find a house suitable in size and arrangement in the immediate neighborhood, three apartments were secured farther east on Forty-seventh street. It was opened with a family of eighteen, two of whom were directors and thirteen students. The name chosen was The Gertrude House, after Gertrude, the model woman and mother in Pestalozzi's "Leonard and Gertrude."

The institute work has prospered from the beginning. The spirit of coöperation in the Settlement neighborhood and among the students and directors, as well as from the many friends of the movement, has been a constant source of inspiration. The classes have increased in membership and enthusiasm. Opportunity has been given the students for actively studying settlement work and life, not only in the Settlement of the University of Chicago, but in the Northwestern Settlement, in the Bohemian kindergarten on Fiske street, and in the Clybourn avenue Settlement. The problems of human life, with which they have been thus brought face to face, have happily effaced all sentimental attitude toward the work, and on the other hand have been the means of bringing out the strength, wisdom, and tact which every true teacher must possess, as well as the ability to recognize the soul of the child, in spite of unprepossessing externalities. The course of study has embraced, besides the usual branches pursued in a normal kindergarten class, the study of vocal and instrumental music, of creative work in drawing and painting, the study of Froebel's Mother-Play Book, and practical psychology from the basis of the spiritual child in our midst, rather than from the basis of comparative or tabulated *data*.

A special class has also been provided for students who have had kindergarten training and experience elsewhere, but who wish to supplement their previous work. The work in this class has met with marked success, and has been mutually helpful to both teachers and students, as its members have represented some twelve different training schools both east and west.

Stimulating, inspiring talks have been given by Mrs. Lu-

cretia Treat on Gift Work, Mother Play, story-telling and games, leaving behind them an impulse among the teachers to play and tell stories as never before, as well as giving them a hitherto undreamed-of but wholesome respect for the ability to do these things well.

Miss Josephine Locke came among them like a strong breeze from the northwest, overwhelming but delighting with her rapid, spirited, and unexpected utterances. A new world of beauty seemed opened by her lessons in form and color, and a righteous awe for the plastic material was inspired by her work in clay modeling.

The classes have attended most helpful lectures by Miss Ellen Starr of Hull House, Mrs. Alice Putnam of the Froebel Association, Professor John Dewey of the University of Chicago, Mr. George Schreiber, Professor Edward Howe of the University of Illinois, Miss Mary McDowell, Hamilton Mabie, Professor Richard Moulton, Professor John S. Clark of Boston, Professor Henry Hazzen of Mt. Carroll, and Professor S. H. Clark of Chicago. Many social opportunities have been offered, especially to the members of the Gertrude House.

The entire normal training has been from the standpoint of the home and family. Application of this has been afforded the members of the family at the Gertrude House, who have nearly doubled their number. They have there learned the way to true freedom by practically demonstrating the principles of interdependence, coöperation, loving service, steadfastness, and self-government.

Dobrunka married, and lived in a home made beautiful by the work of her own hands, and was jealously guarded by gruff old January; so in like manner the Gertrude House has been kept beautiful by the willing hands and hearts of its family, while the spirit of coöperation has dwelt among them, guarding them from the average student's temptation to selfishness and mere theorizing.

The aim of the entire training has been to inspire the students to do independent, free work, to make them active, creative kindergartners, and to quicken them spiritually.—*Caroline C. Cronise.*

TOPICAL SYLLABI FOR CHILD STUDY—FEELINGS FOR OBJECTS
OF ANIMATE NATURE.

A.—Plant Life. I. Let each child write the name of every tree it knows, whether in the yard, orchard, forest, or

by the roadside; and then write which are its favorites, and why, and which it dislikes, and why.

II. Let each child write the name of every kind of flower it knows, whether potted, in garden, or field; and specify its likes and dislikes, and why.

III. Let each child write the names of all the market or kitchen-garden vegetables it knows; each vine or climbing plant, each kind of grass, medicinal herb, spice mushroom, imported fruit for table, and every other form of plant life; and find out its feeling toward each.

IV. Do you recall in yourself, or have you observed in children, any trace of concern or sympathy if trees or flowers were plucked, crushed, trimmed; when leaves fall in autumn, when they are diseased, soiled, unwatered, eaten by worms, insects, or animals? Is there a feeling for their imaginary discomfort in night, cold, or storm?

V. What traces of fancy have you observed in children that they hear voices in the noises of leaves or branches, understand their gestures, that the trees or flowers like to have them about, have birds build nests in their branches? Describe children caressing or hugging trees, kissing flowers, thinking plants grateful for showers. Are there good and bad trees and plants, and what and why? Do they understand each other, *e. g.*, oaks like oaks, etc.? What explanations of peculiar growths or deformities, *i. e.*, why a plant was bent or gnarled, folded its leaves or blossomed at night? Seed fetishes, etc. How do children feel, speak, or act in deep forests, in visiting fine gardens, or open, grassy fields? What plant lore stories does the child know? Which would each like to be, and why?

B.—Animals. VI. Let each child write the name of each domestic animal it has seen, including pets, poultry, cage-birds, and barnyard animals. Which are liked best, and which feared, and why? What noise does each make, and what does each do?

VII. Let each child name each bird it has seen or heard, then of each insect and wild animal. Find out how many have ever seen snails, moths, butterflies, fish, to estimate roughly the range of their acquaintance with animal life, but especially to get at the state of their feeling toward and with each. Which would each child prefer to be, and why? How do they explain any colors or shapes?

VIII. How does the child play with each animal, which tortures, and how, and why? Does the child talk with them and in what inflection, and what is said? Does the child interpret the animal's noises as words, imitate them, or as-

same to understand their wishes? Does the child ascribe moral quality to either their character or acts? How criticise, punish, or reward them? Are they included in the child's prayers? Does it try to teach them to sing, dance, read, etc.? What questions are asked about them, and what belief accepted? Does a dead pet go to heaven? Does the child play gently with, *e. g.*, kittens, or is it harsh without intending to be so? What names do children give pets? Do animals understand each other, and how? Origins of animals? Any signs of a natural belief in transmigration?

IX. What imaginary animals are invented or believed in? What animals' forms imagined in clouds and flames, or in the dark? Will the adult reader of this syllabus note down some salient points of their own feelings for animals, either present or as children?

Of children, always note age, sex, and nationality.—*G. Stanley Hall.*

Worcester, Mass., April, 1895.

WHERE SELFISHNESS MAY BE UNDONE.

There is no spot on this earth, nor in any other star that God has made, so absolutely and eternally fitted to teach unselfishness as is that "free republic of childhood" where the principles of Froebel hold their sway. No other educator has ever so felt the "inseparable dependency of all spirits upon each other's being and their essential and perfect depending on their Creator's." He knew, as Carlyle says, that "each individual person was a part of the great venous-arterial stream that circulates through all Space and all Time," and the whole fabric of the kindergarten is held together by his recognition of that truth. The very circle in which the children sing and play; the games in which no one may usurp another's place, the underlying thought of these plays showing the inseparable connection of all life; the work in common, the labor gladly done for others, the care for the weaker children, the aid given to those younger and less advanced, the nurture of plant and animal life—all these are so many air currents which taken together make a mighty wind blowing away the vice of selfishness like a noxious vapor. Send the selfish child to the kindergarten; keep him in the life-giving atmosphere at any cost, and if the springs of altruism in your own heart be exhausted, visit it yourself, that you may see in miniature "a perfect union in which no man can labor for himself without laboring at the same time for all others."—*Nora Archibald Smith.*

MENTAL POWER FROM MANUAL TRAINING.

Power, that is what we are after. Let us keep it always in mind. Let us not be turned off from the main quest, however alluring the side issues. We want the increased power of the human spirit.

Now power is a result as well as a cause. Intellectual power is the result of a developed brain organism. This development comes through use. Any activity at the circumference means a corresponding activity at the center. The exercise of any one of the senses means the development of its corresponding brain center. The sum of this development is intelligence. This is what I mean by the psychological import of manual training. This it is which makes the lovers of power value manual training. Each movement of a motor nerve, whether it be in the fashioning of wood or metal or clay, involves a corresponding brain movement. These movements stimulate growth, and growth is what we are after. Intellect is a function of brain surface.

I believe, then, that the very strongest argument for manual training is not the practical value of the skill which it develops, not even the moral significance of the sturdiness which it inculcates, but that it is something which includes these and the other ends of culture; that it is the increased intellectual power which is the necessary physiological result of such training. This is a large claim, and one that has never been urged before, I believe, on precisely these grounds; but it is a claim which can be fully substantiated.—*Dr. C. H. Henderson, in The Popular Science Monthly for April.*

THOUGHT ANALYSIS.

One of the best devices to bring children close to thought may be termed thought analysis. The children all have their books in hand, and a good selection is made; a brilliant description like the following should be used. The teacher asks questions that should be answered only by the words, phrases, and clauses in the book. If pupils are made eager and intent upon getting the thought, they will forget the usual difficulties presented by the words. The teacher, by quick and close questions, directs their attention. This is really the beginning of grammatical analysis, and may be developed in the different grades up to the closest insight; a knowledge of all the forms of grammar may grow out of it if used properly. The device is especially good for chil-

dren who do not read well orally. It trains attention in reading better than any other device I have ever tried. Thought analysis may be profitably used in all grades.—*Francis W. Parker.*

THE VAN LIEW DISCUSSION.

Kindergartners who were aroused over the discussion called forth by Mr. Van Liew's criticisms of the kindergarten gifts will find it interesting to look up those paragraphs in "Symbolic Education" referred to by Mr. Van Liew, and also read those which Miss Blow names as containing her answer to his charges, as follows: The author's preface, see incidental mention of "natural symbolism"; the "kindergarten toys," pages 85 and 86; note what is said of suggestive value of gifts, symbolism of the gifts, see pages 101, 102, 103, 104; also in Barnard's "Child Culture Papers," page 609.

WHILE visiting a kindergarten not long ago, the thought occurred to me, how much more good might be accomplished in our schools if primary teachers would only consult with these royal seed-sowers—the kindergartners—and see what seed they have planted for teachers to cultivate, that it may bear fruit an hundredfold. The teacher should feel herself as a mother to her flock; in this the kindergartner shows us the example. She blesses and illuminates all children, and especially the homeless and worse than motherless.—*Jennie Skinner Baldwin, in School Journal.*

PARENTS' DEPARTMENT.

LADY FRANKIE.

There was only one tenement house of all those facing on Broad Alley which had a yard; and it hardly deserved the name, with its paving of soot-begrimed bricks and the piles of old barrels and boxes. These were thrown out by old Nick who kept a grocery in the front.

When all the children of Broad Alley gathered in the one yard, old Nick would stand their merry shouts and earthly yells for a time, and then he would scurry out and drive crippled Joe off the cracker box he was riding like Buffalo Bill, and the great apple-tree, made of barrels, would be rudely torn down and the apple-pickers sent flying down the alley.

There was one exception; old Nick never refused little Frankie the loan of a cheese box or a barrel hoop. But then everyone loved Frankie.

Toward noon the little folks of Broad Alley would gather in the yard and build a throne of cheese boxes and call: "Come, Lady Frankie, come, tell us a story."

The title "Lady" had been adopted when Frankie brought them from the free kindergarten a story of knights and ladies, and all had voted that Frankie was a lady.

One noon she mounted her throne quietly and a bit sadly. "Little dears," she said slowly, looking into the upturned, dirty faces which almost showed a map of the world, "the story today made me feel bad. Now you listen and see if you feel bad, too. All of us folded paper vases, and then Miss Belle told about a lovely house with great, big, stone steps, and on each side pretty, oh, such pretty vases, just like we'd folded, only big, great big ones! And there was green grass and green trees, and real dew washed 'em off every night so they always looked pretty. There, Joe, if you don't be still I'll stop. What's the matter?"

"Why don't we have no real dew?" asked crippled Joe.

"'Cause we haven't any grass. Now listen; the mamma of this beautiful house gave her two children, Johnnie and Jennie, some seeds to plant in the vases; the kind of seeds that you bury in the spring and then in summer you have lovely flowers. You never saw 'em, Joe, and neither did you

Tom, but I saw 'em today. Well, Jennie put hers in her vase in the spring, and Johnnie, he wanted to but he forgot. He said all the time he'd do it tomorrow, and first thing you know it was too late.

"Jennie's came up real little at first, and then they growed and growed till they had big leaves and beautiful flowers, just beautiful yellow cups, and blue and white bells, and red cups with green saucers; and all kinds of lovely things. And Johnny, he didn't have one; his vase was empty and black and dirty.

"Now it didn't make me sad about Johnnie 'cause 'twas his own fault, but Miss Belle says that my heart and your heart are little vases, and when we do somethin' good and nice, why then we're puttin' a little seed in our vase, and after awhile our face'll grow beautiful, just like a flower. And I tell you it's true, for Miss Belle is so good; she's got lots of seeds in her vase and her face is the loveliest flower you ever did see. Now suppose you and me'd have our vases like Johnnie's, wouldn't it be awful?"

She looked sadly at her hearers for only a minute, though, for with a crash down came the throne, landing Frankie in crippled Joe's lap. The yells and screams brought old Nick, but he didn't hurry them off when he saw Frankie.

"I ain't hurt, Mr. Nick," cried Frānkie from under Joe's arms and crutches.

"Oh, please," pleaded Joe, holding her down, "'tend like you're hurt, so I can make my flowers grow."—*Carrie Louise Burnham.*

HOW MOTHERS DESTROY CHARACTER.

Here is a beautiful picture. A four-year-old boy stands in the parlor, looking intently at a sketch on the wall. His enraptured gaze reveals the fact that the picture is full of meaning to him. His little fingers grasp a piece of charcoal.

The picture is only a study in black and white. No one ever saw this picture but the boy himself. No one but he would call it beautiful, but it is full of beauty to him. To him it unfolds creative power. To him it is a revelation of himself. He made it. He is no longer a mere copyist or imitator of the words and acts of others. He has original power. In it he sees the joy of accomplishment. To others it is but a few irregular, disconnected charcoal marks defac-

ing the parlor wall, but to him every mark is full of life and meaning. Those marks are clouds, or birds, or trees, or streams, or lakesides, or soldiers, or horses, or dogs, or ships to him. In his mind every mark is lined with glory. Others will see but destruction in the marks. He sees but glory.

He sees the glory so clearly that he forgets all else. His soul fills with a consciousness of his own creativeness. His spirit is elevated; but suddenly his body is elevated, too. His mother saw the picture. To her it brought a flood of anger, and she worked off some of her irritation by lifting her little son and shaking him vigorously. He had no warning of the coming horror. His life was full of the radiance of divinity, and suddenly the lights went out and he found himself in utter darkness. He will probably never overcome the effects of the outrage. The shock was terrible. The physical punishment hurt him but little. His body will recover in a few minutes; his soul may have a narrower range through life.

His losses are incalculable. The greatest things are not measured by lines or estimated by weights. He lost the completeness of his consciousness of his mother's sympathy. He lost self-reverence and self-faith, two of the most essential elements in character. He lost the joy of the feeling that the putting forth of his inner life and power must bring to others the same blessing it brought to him. He planned to produce good, and was surprised to find that he had produced evil.

He may make pictures on the wall again, but he will do it slyly. If he thinks of mother at all when he makes his second sketch on the wall, he will think bitterly and defiantly. His own sense of joy in effort is weakened. His light is permanently shaded.

The charcoal picture was beautiful to the boy, but that is not the picture of the greatest beauty. His own picture, as he stood looking at his first revelation of himself in art, should be full of beauty and suggestiveness to all. Most mothers see neither its beauty nor its suggestiveness. If they did they would not destroy them.

While mother shook him violently, she exclaimed; "Oh! what a dreadful child! Wherever did he get his destructiveness? Why is he so much worse than other people's children?"

Shocking lessons are these for a young child! Shameful is the conduct of the mother who first brutally beats her

child for doing what is in accord with his highest thought and feeling, and then foully slanders it by coarsely misrepresenting its true nature. How terrible must be the degrading force of the horrible denunciation of mother when the thunder-cloud of her anger bursts, and she hurls the bolts of a false theology at her own child. If her statements have any influence at all on her boy, the influence must be baneful. No child can ever become so grand a character or be so great an agency for good as it would have been, if it gets the conception that it is a "bad," "wicked," "dreadful" little animal, whose tendencies are evil instead of good. And mother's charges, however cowardly and contemptible she may be in making them, do impress her boy. . . .

Your boy in marking your parlor wall with charcoal was not so great a sinner as you in shaking and maligning him. He marred the beauty of the wall; you marred the beauty of a soul.—*Ada Marean Hughes, in Fenness Miller Monthly.*

FROM OUR CORRESPONDENTS.

One of the readers of the Parents' department recommends Josephine Ballard's "Story of the Bible" for infant-class use.

A conscientious mother makes the following frank statement: "I can't understand the 'Education of Man.' It is beyond my development as yet. My boy wants stories and I am convinced that we both lack perceptive faculties. How may we exercise these; how can we get nearer to nature? I also want to know how better to teach him, and bring out his ideas. I can neither sing nor play an instrument. He is five years old, active, and full of business."

The above is but one illustration of the situation in which hundreds of parents find themselves. The advice of the kindergartner to such is in substance as follows: Accumulate a cabinet of specimens; make a botany portfolio with the boy; find some one piece of work about which to center your own and the child's interest; read plenty of poetry and live out of doors. You must provide music in some way or other; listen to nature's music. Keep a journal in which you and the boy may record your nature observations. For indoor work you will find helpful the outline plan which appeared in the January KINDERGARTEN MAGAZINE, for home use, of beads and sticks. The shortest road to success in the kindergarten work is to provide children plenty of work and less of reading or talking.

"I have recently had the privilege of meeting a remarkable mother. She has seven children, the eldest thirteen years old. She glories in her motherhood, and has a marvelous power to 'manage well.' The children are all paired off, and as each new baby comes, it is assigned to one of the older boys or girls as his or her special care. It is an ideal family, harmonious and happy. The family is by no means rich in this world's goods, but the mother finds time to fulfill all her duties as a minister's wife, do her own sewing, and housework, with one maid; has time to read and do considerable literary work. She writes regularly for a home and church journal. I have never seen a more ideal mother."

—L. W. T.

Everyone who has ever had a friend, sister, sister-in-law, aunt, or mother interested in the kindergarten work, is bound, sooner or later, to investigate its claims. One woman writes from Montana: "Ten years ago while at a certain eastern normal school I boarded at a house where the young lady of the family was then taking the kindergarten course of training. She unwittingly interested me in the work, and ever since that time I find myself ever and again turning toward the kindergarten work to know more about it. I now have a large family of my own and I find I am the only one in this district who knows anything about the work. I would like to receive the children of the neighborhood in my home and help them as much as I can." She then asks many personal, intelligent questions and adds: "I assure you that I realize the need of a thorough training, and will work toward that in due time." The kindergarten seed does not fall on stony ground.

Speaking as the mother, and not as the kindergartner, I want to confess at the outset, that the problems I thought once upon a time reasonably solvable, are gradually becoming more and more sphinx-like. For the comfort and courage from books on child nature, histories of the early ages, philosophies and systems of education, let us all be truly thankful; but when we come to the individual child nothing will take the place of love, of sweet confidence between parent and child, of earnest attempts to understand the riddle at hand. It would be right in line with modern methods of study, after reading a certain number of books, to make a point of studying our child. Does not that sound like a mere truism? But, alas! how hard it is to always keep the attitude of observation, and not fall back upon what idea we may concoct in our own heads about children. This mis-

conception, it seems to me, is what brings about lack of sympathy, misunderstandings, what parents call naughtiness, and is often only the child's resentment of the lack of sympathy. I look at my three-year-old daughter, and 'feel myself grow grey' in the attempt to do justice, to love mercy, and walk humbly with my child. We mothers and fathers ought to be more sincere with each other when we meet, more honest about our mistakes, less apt to see merely the ludicrous side of children's acts. The manner in which thoughts are first presented to the child mind will be the lense from which will flow all light gained later. The little thought seeds, the little deed roots, the slender aspiration stems all grow and gather strength before blossoms can be expected. Thinking of the blossoms, can we be too careful of the seeds?—*Alice Turner Merry.*

THE KINDERGARTNER AS A SOCIAL FACTOR.

The true kindergartner buildeth better than she knows. The social structures of the future are reared upon the basis of the social relations of the kindergarten. The life of interdependence of children and kindergartner is such as no other association brings into the child life; the home life is limited, school life is individual, but the true kindergarten is a community of democratic interdependence and unconsciously fits for the larger relations of after life, for our social attitude at fifty is certain to reflect our social practices at five. The emphasis of individual values in the kindergarten community broadens the social horizon of the children and widens the channels their after lives will pursue.

The most subtle influence of communal life is that exerted through its children. Men and women who are largely indifferent to the influences of adult associations are molded by the desires and aspirations of their children. What little habits of personal conduct a child acquires in the outside relations of life parents are quick to notice, and where the acquired standard reflects the least discredit upon the family standard, change of conduct, often almost unconsciously, is usually effected. Parents frequently try to "live up" to their children. I have known a growing boy, possessed with an earnest idea acquired from outside sources, to educate to his theory of conduct a whole family of brothers and sisters, father and mother. And such a case is but typical of what nearly any person of ordinary experience can cite.

Stress is continually laid upon the enormous responsibility of parents in producing the environment for the little lives under their care, but the great law of all communal life is interdependence, and unless the parents limit the environment of their children to the home product a large, very large, factor of the whole social responsibility is shared.

The community life whose children at the most impressionable period live in a miniature society of absolute democracy governed by a spirit of love, is sure to conform more or less to the internal structure, and the pivot of this social center is therefore necessarily an important factor of the whole social structure. She may establish standards of conduct and education for the whole community, be she clear and logical in her methods and patient and persevering in carrying them out. Her material is fresh and untrammelled by tradition, and in the most receptive condition; what impression she makes upon the children's lives is in a large degree lasting and diverging.

The relations of society are always reciprocal, and in this position of social importance in the community life the kindergartner reaps as well as sows. Her influence on her social environment reacts upon herself. The culture of position, the refinement of social, large intercourse, contribute to a breadth and depth of character which should be every kindergartner's cardinal trait.—*M. H. H.*

THE DAISIES' SECRET.

Daisies, with your golden hearts,
Hiding in the grasses;
What is it you seem to say
To the lads and lasses?
Do you tell them spring is here,
And the summer coming?
That's the secret that the bees
All around are humming.
Hidden 'mongst the tall, thick grass,
Patiently you're biding;
Tell me, in your hearts of gold,
What it is you're hiding?
Daisies with their golden hearts,
As they gaze above,
Soft unfold their secret thought—
Just the one word, "Love."

—*Maud L. Betts.*

FIELD NOTES.

THE New York State Department of Public Instruction sends out a very interesting document on child study, including plans of study and broad statements of the object of the work. Mr. Charles H. Thurber, of Colgate University, says in this connection: "All the machinery of education exists *solely* for the sake of the child. Rousseau, Pestalozzi and Froebel are great in the history of education, simply because they were willing to become as little children. In spite of their example, educational theory has continued to be whittled out of the heads of grown-up people, and no attempt at thorough, exact study of child nature has been made until within the past half-dozen years. Scientists have spent years in close investigation of the nature and habits of butterflies and angle-worms, but have not had time to study children. Just now, however, we are beginning to see our mistake. There is a great revival of interest in child study that is full of the highest promise for the future of education. From the results of this study a true science of pedagogy will be developed." Blanks are sent out for gathering *data* on "Children's Hopes," with the following careful instructions: Studies have been made of children's fears and superstitions; it seems well to undertake a study of children's hopes. If successful, the study will show a number of points of great pedagogical interest. In this study the teacher must exercise great care *not to let the child know it is being studied*. This plan should not be left around the schoolroom; preferably should not be taken there, so as to make sure that the children do not get hold of it. It is absolutely essential to the success of this study that the children should be perfectly unconscious. Use the usual kind of paper for composition work. If different pupils have paper of different kinds and sizes let them use it. Have each pupil put his or her name on the paper handed in. Then let the teacher add the age and sex of the pupil, the nationality and the parents' occupation. These facts are very important for the final result, but *only the pupil's name should be put on by the pupil*. The teacher should add the rest. The work to be done is very simple. All the pupils are to write compositions on the following subjects: 1. What I want to do next year, and why; 2. What I want to do when I am a man (or woman), and why. These should not be written on the same day, nor necessarily in the same week. Let children of all ages write, the smallest and the largest. The essays should be brought in as part of the regular work in English or composition. If possible, make the children think it is fun to write these compositions. They will do better, and give us better results if they enjoy the writing. Impress on them the importance of being serious and in earnest, and telling what they really do want to do next year or when grown up, and not some ridiculous nonsense. You yourself, the teacher, should write down as well as you can remember what your own plans and hopes were when a child, on the same lines as the children's essays. Such reminiscences from adults furnish very valuable material. Forward completed papers to *Charles H. Thurber, Colgate University, Hamilton, N. Y.* Their receipt will be properly and gratefully acknowledged. We hope to have at least three thousand papers before the end of the school year, so that we may work up the results during the summer.

Great Britain.—In the Code and Revised Instructions of 1895, issued for Her Majesty's schools, giving complete and thorough instruction for the maintenance of the day schools throughout Great Britain and Ireland in the best methods of education, especial emphasis is laid upon the *natural methods* of teaching. The school is recognized as the place for the formation of right habits as well as a place of instruction, and the preservation of good order is not considered as deserving of the higher mark for discipline, unless it is accompanied on the part of scholars by self-control, founded upon a liking for the school and for its work. Teachers are warned "not to be satisfied unless the instruction in specific subjects awakens in the scholar a desire for further knowledge," . . . and "cautioned against the mere repetition of the same exercises and lessons; the progressive character of the whole scheme of instruction should be constantly kept in view, and each exercise should lead up to something beyond itself." . . . "It should be borne in mind that object lessons cannot be dispensed with if habits of observation are to be duly fostered, and they should be treated as a means for mental exercise, and not merely as opportunities for imparting miscellaneous information." Two leading principles are stated as a sound basis for the education of early childhood: (1) "The recognition of the child's spontaneous activity, and the stimulation of this activity in certain well-defined directions by the teachers. (2) The harmonious and complete development of the whole of the child's faculties. The teacher should pay especial regard to the love of movement, which can alone secure healthy physical conditions; to the observant use of the organs of sense, especially those of sight and touch, and to that eager desire of questioning which intelligent children exhibit. All these should be encouraged under due limitations, and should be developed simultaneously, so that each stage of development may be complete in itself." . . . "It is one of the chief objects of the kindergarten to establish a right and harmonious relation between those lessons which are addressed to the memory and the understanding of a child, and those interesting manual and other exercises which call forth his active and observant powers. And this is an object which ought to be kept steadily in view throughout all the subsequent stages of a scholar's career in a public elementary school." Managers and teachers are left entire freedom in this selection and arrangement of topics and the methods employed in their treatment and illustration.

The Illinois State Kindergarten Bill.—The following bill, introduced by Mr. C. P. Bryan, passed the Illinois State Legislature with hearty support during the recent session :

For an Act Authorizing School Districts Managed by Boards of Education to Establish and Maintain Kindergarten Schools.

SECTION I. BE IT ENACTED BY THE PEOPLE OF THE STATE OF ILLINOIS, represented in the General Assembly:

That in addition to other grades and departments now established in the common schools of the State, any School District managed by a Board of Education is hereby empowered to establish, in connection with the common schools of such District, a Kindergarten or Kindergartens for the instruction of children between the ages of four and six, to be paid for in the same manner as other grades and departments now established in the common schools of such District. Provided, however, that no money accruing to such District from the Tax Fund of the State shall be used to defray the tuition and other expenses of such Kindergarten; but the same may be defrayed from the local tax and the special school revenue of said District.

SEC. II. All teachers in Kindergartens established under this act shall hold a certificate from the County Superintendent of Schools certifying that the holder thereof has been examined upon Kindergarten principles, and is competent to teach the same. Illinois kindergartners should study this law and do all in their power to make it operative. Those few who have been most actively interested in securing its passage, need the staunch support of the many in seeing its privileges enforced.

A letter from Frl. Heerwart:—Our Allgemeiner Kindergartnerinnen-Verein has proved so far a success, although we have not gathered all the teachers yet within our fold. There are some who keep aloof because they fear of losing their independence; others most likely have not heard of it yet; but considering the number of 450 members who have joined during the last three years we have done fairly well. On Froebel's birthday, 21st of April, we entered on our fourth year of existence, which I hope will bring us a step farther again. The object of the "Verein" is, as you may know from our statutes, to help (1) Kindergarten teachers in their improvement; to give them advice; to entertain a lively intercourse by correspondence, questions, and answers; (2) to spread the knowledge of Froebel's educational principles; (3) to make known writings and translations on the subject; (4) to hold meetings from time to time; (5) to find means and ways of introducing the kindergarten occupations in homes and schools; (6) to aim at supporting kindergarten teachers when they are old or ill. Some of these we try to carry out continually, others are a matter of time and of funds. The latter are very small still. The correspondence has proved hitherto that the members are grateful for being united, and that they awaken to the necessity of reading and improving their knowledge. I felt three years ago that something must be done for kindergarten teachers, and for the cause in general. The Froebel Union only admits societies, but not single persons; and, therefore, kindergarten teachers who were not within the reach of an already existing society were left isolated; they had no power nor courage to represent their cause, but now I hope they will gain both by and by. The chief point will be a better and longer training in most seminaries. One great advantage has been felt already and that is, the society has brought forward excellent helpers whom I did not know before. You have seen some of them in Speier, and they will be able to carry on the object in their spheres of labor. Many latent forces are discovered; they needed only an opportunity to come forward; and if the means were equal to the good-will we could accomplish much more.—*Eleanora Heerwart, Eisenach, Germany.*

An Old-fashioned May Party.—The little kindergarten at Hinsdale, under the direction of Miss Helen Gordon, had a May party on the first day of May. One of the mothers gave the use of her lawn, a beautiful rolling greensward with a grove in the background plentifully filled with wild flowers. Miss Gordon prepared her children for May day and queen-crowning, and the children gathered flowers and wove a crown of wild plum blossoms in preparation. At eleven o'clock they formed in line of march and proceeded to the lawn, where a Maypole and tent had been erected. They chose a little visitor to honor as their queen, and preceded her in double file to the throne, which was a large wicker chair covered with afghan and cushion. When the little escort reached the chair they parted and made an aisle for the little queen to pass to her throne, then two by two they came down the aisle and placed their offering of flowers in her lap and returned to their places. Afterward

they wound the Maypole, each child holding one of the bright-colored streamers while they danced about and sang. Then they had a kindergarten circle on the grass about the Maypole, and played "Fly Little Birdie" and "Five Knights," and they were ready for the luncheon in the tent. The little kindergarten subjects were loyal in every respect to their little stranger queen and served her first, and brought to her all their flowers. After lunch they scattered in the woods for "free play." The chief characteristic of Miss Gordon's kindergarten is the sweet unconsciousness of the children, and though there were many mothers and visitors present at their May party, they were as unconscious of an audience as though they had been alone with their kindergartner.

SUMMER SCHOOLS FOR THE KINDERGARTNERS.

- Bay View, Mich., Mrs. L. W. Treat in charge; opens July 17.
- Cook County Normal School, Normal Park, Ill., Miss Annie E. Allen; three weeks, opening July 15.
- Chautauqua Lake, N. Y., Miss Francis Newton, of Chicago; July 5 to August 15.
- Lake Side, Ohio, Chautauqua, Misses Law, of Toledo; July 9 to August 13.
- Glens Falls National Summer School, Miss C. T. Haven, New York; opens July 15, three weeks.
- Denver, Col., Summer School, Miss Ada E. Cole, Denver; July 15.
- Grand Rapids, Mich., Kindergarten Summer School, Mrs. L. W. Treat; July 5 to August 31.
- Los Angeles, Cal., Summer School for Kindergartners, Madam Carolyn M. N. Claverie; June 24, six weeks.
- Martha's Vineyard, kindergarten department, Miss Mingins; July 8.
- Norwich, Conn., Summer School for Teachers, Miss Fanniebell Curtis; July 8 to July 26.
- Chicago Summer School of Pedagogy, Mrs. J. N. Crouse; July 15, August 10.
- Prang Summer School, Chicago, Mrs. Mary D. Hicks; July 29, three weeks.

WHILE engaged in important educational leadership as director of Art Instruction at Princeton College, the New York Metropolitan Museum, and the New York Institute for artist artisans, Principal John Ward Stimson has systematically accompanied his practical daily courses with explanatory and illustrated lectures, making clear to the intelligence of students and teachers the vital principles and organic methods which give character, originality and style to the beautiful work of Nature and the most artistic nations. These have been so helpful in saving students and teachers from the too general error of superficial mimicry or sterile mechanical processes, that he has allowed the publication of these lecture notes or skeletons of thought, with such suggestive hints and illustrations as will stimulate the individual to the freest and wholesomest individual development and application. These will appear in some half-dozen consecutive chapters or sections of some dozen lessons or charts each, as regularly as delicate health will allow him. Two sections are already issued. Price per section, fifty cents. To preserve the integrity and order of work, purchasers of any section must have previously obtained preceding chapters. Rev. Heber Newton writes to Mr. Stimson as follows: "I am enjoying your pamphlet. It is wonderfully strong, profoundly philosophical, deeply spiritual, and grounds Art on the everlasting principles—on the eternal life itself. I

know of nothing in this line at all comparable with this modest little pamphlet. I cannot conceive of a stronger statement of underlying principles, one which should more clearly commend it to the best thought and feeling of the country. It deepens my appreciation of the magnificent work you are doing.

AN extensive educational exhibition is being prepared for the Atlanta International Exposition. A kindergarten will be conducted on the grounds for three months, together with a complete graded school on the most approved plan. The "Model school" is to be conducted in a building whose architectural arrangements are to be thoroughly scientific, and in accordance with the most approved styles of modern school buildings. It is to be equipped with the best school furniture, heated and lighted by the best system known, and is to have all of the best appointments and appliances of the day. The kindergarten exhibit will be in charge of Miss Willette Allen, whose success in that line of work has been very great. It is more than likely that one of the most attractive places in the Woman's building will be given to this department, and Miss Allen will have a kindergarten in actual operation, together with a very complete and elaborate display of kindergarten work from all parts of the South. The Louisville Kindergarten Association is preparing an attractive exhibit of kindergarten work for Atlanta.

THE Spokane Kindergarten Association sends out its first annual report, which is spicy with western flavor and western energy. Mrs. Bessie Graves Newell is in charge of the training school conducted by the association, which follows the general plan of the Golden Gate Association of San Francisco. The report makes the following practical statement concerning qualifications of students: "We are constantly asked, What are the necessary qualifications for kindergarten training? It is by no means an easy task to define in exact terms the requisites necessary for a successful kindergartner. Briefly told there must be first of all a good common school education. Where there is in addition to this a thorough high school, collegiate, or university course, the results of training are still more satisfactory. It goes without saying, there must be good moral character, sincere love for children, and an enthusiasm for teaching. Above all there must be a deep and sincere love for children. Without this indispensable requirement all other qualifications amount to nothing. A person devoid of this has no vocation with children, who are dependent upon love for their unfoldment as are flowers upon sunshine. It is necessary that the applicant should possess musical ability, and also have good health."

ISABEL CROW KINDERGARTEN ASSOCIATION, of St. Louis, sends out its first printed annual report. As the school law of the state of Missouri has until recently provided funds for the education of children over six years only, free kindergartens have been necessarily carried on private funds, in spite of the fact that the city of St. Louis has over eighty public school kindergartens. The aim of the Isabel Crow Kindergarten Association is to supply the needs of children under legal school age, in poor districts, free of charge, and to furnish for young women training in Froebel's principles, either with or without using it as a profession. This association was organized through the efforts of the education section of the Wednesday Club, and has the support of the most intelligent women in St. Louis. The printed report contains a full statement of the working plans of the association, and a most sincere statement of what its hopes and ultimate aims may be. A mothers'

class is conducted by Miss Dozier, while the following well-known workers serve as a board of management: Mrs. Beverly Allen, Mrs. T. G. Meier, Mrs. E. C. Sterling, Miss Mary McCulloch, Miss Dozier, Miss Mary Runyan, Mrs. C. L. Maury, Mrs. R. M. Lockwood, Miss Mary Waterman, Miss Annie Bronson King.

THE Florence (Mass.) kindergartens close June 28, after a successful year's work. Nearly one hundred and fifty children have been enrolled, and nine kindergartners and their assistants have been in charge. The growth of the work has demanded the opening of a second kindergarten, which has been started in the Lilly Library building, under favorable circumstances. The children are highly favored in their environments, having a spacious lawn with trees and garden beds. In March they had a novel experience as a maple tree in the yard was tapped, and they saw the sap flow—tasted it and watched it while it was boiled into sugar in the kindergarten. They also learned by experience that much sap does not make much sugar, and only the graduating class was favored with a taste. In pleasant weather circle games are played out of doors, and the garden beds will be planted, each child participating in this and the succeeding care. June 26 the children will bring flowers and decorate the picture of the donor of building and endowment, Mr. Samuel L. Hill, and observe Founder's day, which has grown to be to them a very pleasant time. A class of twenty-two will graduate after a four years' course prepared to enter the second primary grade.

THE Pan-American Congress of Religion and Education will be held at Toronto, Canada, July 18-25, 1895. The Congress will be composed of representatives from every country, province, and state in North and South America, and will consider the great moral and social question of the day. Rev. Samuel G. Smith, of St. Paul, Minn., is president; and the following sections will comprise the body: Authors, Editors and Publishers, presided over by Dr. Albert Shaw, editor of *Review of Reviews*; Education under charge of Dr. Henry Wade Rogers of Northwestern University; Philanthropics, Hospitals, Asylums, etc.; Denominational Section; Woman's Work; Young People's Societies and Sunday Schools, Kindergartens, etc. It is expected there will be seven thousand delegates. Each section will hold a session each afternoon besides the general sessions morning and evening. The railroads have offered half-fare rates to Toronto and return.

The Bay View Summer School for Kindergartners.—For several years the Bay View Summer School for Kindergartners has been in a condition of unusual prosperity and good work. Mrs. Lucretia Willard Treat is at the head of the school, and that is enough to attract teachers and kindergartners. Mrs. Treat is aided by a body of trained instructors, and the school has a large kindergarten where students may study and take part in the actual work. The ample rooms, with balconies and equipment, are said to be finer than those of any similar school. There is a large mothers' class that is very popular. The school is one of the six schools in the widely known Bay View Summer University of Michigan, and Bay View is one of the most interesting places in all the world. The Bay View dates this year are July 10 and August 14. Information may always be obtained by addressing J. M. Hall, Flint, Mich. Ask for the *Bay View Magazine*.

An Emma Marwedel Memorial.—The spontaneous desire evinced on the Pacific Coast to honor and perpetuate the memory of Emma Mar-

wedel has had for first result the formation of a committee for the purpose of realizing this desire. A circular letter addressed to those who knew Miss Marwedel, either personally or through her writings and work, seems to the committee the best means of giving opportunity for concerted action toward placing a simple memorial stone over her remains in the Oakland cemetery. In her unsigned will she wrote: "Bury me under an oak tree—sign of everlasting life. Let my burial be the simplest." The sum of \$350 is thought sufficient both to pay for the ground of her resting place and for the tablet. Of this about \$50 has been subscribed, and those to whom this letter is addressed are asked to send to the treasurer of the committee whatever they may wish to contribute to the fund. Professor Earl Barnes, of the Stanford University, is chairman of the committee in charge of this worthy movement.

The Child's First School Year.—This is a subject pertinent to every primary teacher's work. A series of candid articles on "The First School Year" has appeared in Volume VII of the KINDERGARTEN MAGAZINE, beginning September, 1894. These articles are bristling with simple and direct help for the earnest primary teacher. Miss Katherine Beebe, the author of "The First School Year," is a teacher of ten years of experience with progressive methods, alternating her service in the primary school and the kindergarten. Miss Beebe has made a conscientious and scientific study of the child in the primary school, and is full of conviction that the primary teacher may enjoy the same opportunities and privileges as the kindergartner. Send for a printed outline of this suggestive kindergarten help for the primary teacher. Furnished free on application.

THE annual reports of the Kindergarten Club and Practice Kindergarten of the Baltimore Association show a most encouraging condition. The club, formed within the Kindergarten Association to further the interests of the association, and for opportunities of mutual advancement and culture, has passed a most successful year. The most apparent feature of the work of the club during the year is the result of a musical given under its auspices early in March, in aid of a library fund. With the proceeds nearly one hundred carefully selected, well-bound volumes have been purchased. The Model Practice Kindergarten of the Association, founded on the kindergarten principle of learning by doing, seeks to give the experience which can only be had through actual contact with the children, and inculcate right habits of feeling, thought, and action.

THE New England Conference of Educational Workers, holding its annual meeting on Froebel's birthday, was a notable one, since all grades of school life from the kindergarten to the high school were represented and shown to be mutually related and dependent. A detailed report of the meeting will be found in the May number of the *Kindergarten News*, giving a synopsis of every paper and speech. One of the speakers in writing of the meeting expressed himself most enthusiastically: "We had a wonderful meeting, an extraordinary meeting! There was not enough seating-room in the great hall of the English high school. The spirit of the audience was most responsive. You would have enjoyed the ovation given Miss Poullson when she stood up at request. The papers of Miss Garland, Miss Fisher, and Miss Wheelock were admirable."

THE commencement of the Chicago Free Kindergarten Association will take place June 14. The advance sheets of the prospectus for 1895

and 1896 indicate an unusually full and attractive course in the Normal department. Miss Anna E. Bryan will have charge of the theory classes as during the past year. The musical department will continue under the management of Miss Mary Ruef Hofer. Miss Hofer has been connected with the work of the association for the past six years. It is with regret that we announce the resignation of Miss Margaret W. Morley, who has so long been identified with the work in the department of physical culture and natural science. Miss Morley withdraws from the profession in order to pursue her literary work. The new classes will be organized at Armour Mission, September 16, 1895.

THE constantly increasing circulation of the *KINDERGARTEN MAGAZINE* and *Child-Garden* is proof of their popularity, as well as of the increasing interest in the subject of child study. The *KINDERGARTEN MAGAZINE* is published in the interest of kindergartners, primary teachers and mothers, and the *Child-Garden* is a magazine for children. Both are published monthly by the Kindergarten Literature Company of Chicago, at the head of which are the Misses Andrea and Amalie Hofer, the latter of whom was formerly of Buffalo. The April number of the *KINDERGARTEN MAGAZINE* contains contributions by such writers as Susan Blow, Kate Douglas Wiggin, and Mary A. Scudder, and the *Child-Garden* for this month is a collection of finely illustrated stories and songs, many of which point out to the children the beauties of nature at this season of the year.—*Buffalo Sunday Courier*.

THE subject this year of the conference of the Froebel Society to be held in London in September will be, "The kindergarten occupations, considered in themselves and in their relation to manual training and the arts." The subject will be dealt with in four papers: Paper No. 1 will treat of the educational and ethical value of the kindergarten occupations; No. 2, The kindergarten occupations as a means of instruction, with special reference to the teaching of number; No. 3, The kindergarten occupations in regard to their artistic value with special reference to clay modeling; No. 4, The kindergarten occupations in relation to manual work. Papers 2, 3, and 4 will be illustrated by exhibits of carefully worked out, suitable occupations.

KINDERGARTNERS attending summer schools or Chautauquas should write the Kindergarten Literature Company, and act as its representatives. We can help you largely in paying your expenses, and at such associations Kindergarten Literature is always in demand. At one such assembly last year, where the rights to sell are purchasable, one of the friends of the *KINDERGARTEN MAGAZINE* was obliged to deny hundreds of people the opportunity to purchase our literature supplies, and their demand arose from her general conversations alone. But all summer assemblies are not managed in this way, and any live kindergartner always creates a request for something to read on the subject. Kindergartners let us hear from you.

MRS. L. W. TREAT has filled an unusual number of lecture engagements during the past year with a degree of success not granted every speaker. When a teacher can hold the interest of a general audience for ten successive lectures, and have the last most largely attended, and be invited to return at the earliest opportunity, as was the case in several eastern cities, that teacher has proven her field of usefulness. Mrs. Treat is prepared to make engagements for next year. She will conduct the two summer schools as usual—one at Bay View, Mich., the other at Grand Rapids.

GUELPH, ONT., has received the kindergarten into the public school. This public school kindergarten enrolls one hundred children, while the embryo private school from which it has grown accommodated but thirty. The large number is handled in two sessions with the prospect of a second kindergarten being opened in the fall. Mrs. Ella Shepherd conducts a small training school in connection with the work. The members of public school board have power to push this work in proportion to their intelligent interest in the movement. Kindergartners, never lose an opportunity to make plain to the men in authority the rational basis of your work.

THE Ohio State Teachers Association will meet at Sandusky, Ohio, July 2, 3, 4, and 5 inclusive. The kindergarten department will have an interesting session. All kindergartners of Ohio are invited to be present, and to send their addresses to Miss Mary E. Law, 1231 Huron street, Toledo, Ohio. Miss Law has made a reputation as an aggressive, pushing worker in her native state. She was a candidate at the last municipal election in Toledo for member of Board of Education. The Misses Law have charge of the Kindergarten department at the Lakeside Ohio Assembly during July and August.

PLYMOUTH CHURCH, Chicago, Dr. Frank Gunsaulus, pastor, dedicated its Easter Sunday collection of \$3,500 to the free kindergartens conducted under its regular church work. Dr. Gunsaulus is the well-known president of Armour Institute. Recently, before a large gathering, he made the following graphic statement, substantiating the same by telling illustrations from Biblical as well as secular history: "God is the great kindergartner. His teachings have been in the form of concrete object lessons from the beginning."

THE life and letters of the Baroness von Marenholtz-Bülow is being prepared by the niece, Frl. Bertha Bülow. The volume will contain pictures of the home, work, and family of the Baroness, a careful biography, and copious notes from her private writings. Frl. Bülow has been with her aunt for twenty years, and while she is not a professional kindergartner, has studied into the theory of Froebel's work sufficiently to record the efforts of the Baroness.

THE Chautauqua Kindergarten Department offers many good things for this summer. Miss Francis Newton, who has charge of this department, takes her corps of workers with her, and will conduct the two daily kindergartens, as well as a mother's class in connection with the Normal Training department. Miss Newton is one of the directors of the Chicago Kindergarten Institute. See detailed prospectus of the Chautauqua work on another page.

EVERY teacher interested in art education should secure a copy of the illustrated annual report of the Western Drawing Teachers' Association, just off the press. For information and membership conditions address the secretary, E. Newton Reser, La Fayette, Ind. This report contains most valuable subject-matter, and discussion of all professional subjects connected with the work of the drawing or art teacher. It has suggestions for every live kindergartner.

THE Philadelphia Society of Froebel Kindergartners met May 11 at the Pennsylvania Museum and School of Industrial Art to consider "The Use of Stories in the Kindergarten." The different classes of literature, ideal and realistic, were treated very interestingly by some of the

members, and myths, fables, and old "fairie stories" were discussed and illustrated. It is the happy custom of the Philadelphia society to have music at their meetings.

THE careless and ruthless gathering of wild flowers, by both adults and children during late years, has seriously depopulated many town surroundings of these dainty denizens of the wood. Shall arbutus and anemone disappear before the march of so-called civilization, is a question which might be put to every public school in our country, with the earnest purpose of enlisting school children in the work of guarding our native perennials.

THE Providence, R. I., kindergartners were addressed on the occasion of Froebel's birthday by Mr. Thomas M. Balliet, on the subject of Froebel, with the sentiment, "He is great who is what he is from nature"; by Miss Lucy Wheelock, "A little child shall lead them"; by Rev. E. C. Moore, on "The kindergartner," with the added couplet,

By every noble thing by which the heart is fired,
The child's young soul shall surely be inspired.

THE May number of the Cook County Normal School *Envelope* was a "Garden envelope." It contained all the lessons and work in preparing the Cook County Normal School Garden. The June number will contain plans, outlines and reading lessons for the September, 1895, work, also syllabi and outlines for institute work. Teachers studying "Concentration" may be helped much by taking this monthly budget from the Cook County.

THE Alumnae Association of the Chicago Kindergarten College has centered its interests during the past year in supporting a free kindergarten in the poorer district of the city. The Alumnae Kindergarten has moved to larger and more commodious quarters, and is now situated at 300 West 13th Place. The director, Miss Martha Wood, has about thirty children who are exceedingly regular in their attendance.

As a direct result of the distribution of the annual reports of the Golden Gate Kindergarten Association during the past fifteen years, over two hundred free kindergartens have been organized in this and other countries. There may be many others. They are located all over this country, from the extreme northern part of Washington to New Mexico, and from the Atlantic to the Pacific Coast.

KINDERGARTNERS appreciate the fact that the KINDERGARTEN MAGAZINE is read front cover to cover. One young lady advertised a set of second-hand materials, and had fourteen opportunities before many days were past. If there is anything you want, or wish to know, or to dispose of, let your friends know through their own magazine. Price, 25 cents per line.

THE kindergarten section of the Ontario Educational Association which was held in Toronto, in April, was full of profit to all who attended. Among the papers of vital suggestion were the following: "Morning Talks as a Basis for Science Work in all Grades," by Miss Bolton; "Transition Class Work," by Miss O'Grady; "What the Child Says and Does," by Miss Laidlaw.

THE Froebel Institute, which was organized a year ago in West Kensington, London, through the efforts of Madam Salis-Schnabe, has secured the patronage of the Empress Friedrich of Germany, daughter

to Queen Victoria. Madam Michaelis is in charge of the training of students of this institute, the present class enrolling seventy members. A new building is under way for the institute.

THE St. Louis Froebel Society has held its meetings regularly the last Saturday of the month throughout the season. Miss McCulloch has made a special feature of taking the volunteer class of training students to make visits in the kindergartens of other parts of the city. An interesting lecture was given by Professor Trelease of the Missouri Botanical Gardens.

AT a recent banquet given by a federated woman's club, the following subject was on the list of toasts: "Our Children and the World's Children." The speaker responded in substance: No club movement should be allowed to interfere with the rearing of children. The new woman must not forget or slight her primary duties.

IT would be well for every free kindergarten association to discuss what means of earning money for philanthropic purposes are fitting to the spirit of the kindergarten. Every kindergartner should have a clear conviction as to what manner of public entertainments and bazaars she can conscientiously support.

THE Alumnae of the Chicago Froebel Association have taken the conventional wild rose for the design of their *alma mater* pin. The Alumnae Association recently presented Mrs. Alice H. Putnam with a souvenir pin. The rose is encircled with a gold band, carrying the inscription, "Froebel C. A."

MR. WILBUR S. JACKMAN, of the Cook County Normal School, conducted a conference on nature study for the common schools at the annual meeting of the Northern Indiana Teacher's Association. The syllabus of this conference will be found very suggestive reading matter to every nature student.

A KINDERGARTNER who changes her work each year is not doing justice to herself, to her children, or to the cause. Three years of systematic experience in one community is worth a raised salary or improved social opportunities.

THE city of Brockton has just opened its first public kindergarten under the direction of Miss Edith Sears Mann. Brockton is fortunate in having its mayor and school officials deeply interested in this educational advance.

ROCHESTER, N. Y., has the questionable credit of having the largest known public school kindergarten, two hundred and thirty children attending daily. A force of one directress and twelve paid assistants are in charge.

SECURE your berth in the special kindergarten train which leaves Chicago for Denver July 5, 10:30 p. m. The sleeping-car diagrams are open at the office of the KINDERGARTEN MAGAZINE, Woman's Temple, Chicago.

MISS NORA ARCHIBALD SMITH has an article on "The Selfish Child," in a recent number of the *Outlook*. It will be profitable to the cause if Miss Smith follows in the footsteps of her sister in literary matters.

EVERY foreign mail brings subscriptions from Scotland and England to the KINDERGARTEN MAGAZINE. There is no professional journal published in the interest of the kindergarten movement in Great Britain.

THE air is full of the question, "How shall I secure a position for next year?" A parallel question might be returned across the spring budding land, "How can I keep a position when I get it?"

WE have reports of happy and appropriate Froebel birthday celebrations from Detroit, Mich.; Jacksonville, Fla.; Cincinnati, O.; Providence, R. I.; Tocoma, Wash.; Indianapolis, Ind.

THE free kindergartens of Chattanooga, Tenn., closed on the 25th of May. The past year has been a highly successful one, and the kindergarten is constantly growing in flavor.

YOU cannot afford to overlook any of the business announcements of the Kindergarten Literature Company. Read pages 758-760 of this number and think out their meaning.

DIPLOMAS can only be granted by institutions of learning founded by the state, or chartered and incorporated under state law with special power to grant such documents.

ONE hundred kindergartners enjoyed a "Play Festival" at Cincinnati on Froebel's birthday, at the invitation of Mrs. E. D. Worden of the Glen Home.

THE Dallas (Texas) Kindergarten Association have as their president Miss Elizabeth Hart, and are holding meetings twice a month for child study.

IT is a quarter of a century since the Massachusetts State Legislature made drawing a regular part of the public school curriculum.

ROGERS PARK, a Chicago suburb, has a flourishing kindergarten association under the auspices of the Woman's Club.

"The Priestly Office" by Miss Nora A. Smith, was read at the May meeting of the California Froebel Society.

THE Kindergarten Club of Chicago has planned a series of social discussions for the early fall.

THE essence of culture is to bring our powers to the highest productivity.—*Hamilton Mabie*.

FRAU LOUISE FROEBEL passed her eightieth birthday April 15, 1895.

BOOKS AND PERIODICALS.

Kindergarten Literature.—“Kindergarten culture,” says Miss Peabody, in the preface to her “Moral Culture of Infancy,” “is the adult mind entering into the child’s world and appreciating nature’s intention as displayed in every impulse of spontaneous life, so directing it that the joy of success may be ensured at every step, and artistic things be actually produced, which gives the self-reliance and conscious intelligence that ought to discriminate human power from blind force.” With this thought constantly present in his mind, the reader will find the following books full of suggestion for both parent and kindergartner. Whilst a *résumé* of comparatively recent publications upon this subject might be of service to kindergartners and those who are interested in the spirit of the “new education,” the ground to be covered is too great for a short article. Suggestions only can be given.

“The Columbian Catalogue” and “Helps for Teachers,” both published by E. L. Kellogg & Co., New York, may be relied upon as a complete guide to the best books and teachers’ helps that are published.

Emilie Pousson’s book, “In the Child’s World” (\$2.00), illustrated by L. J. Bridgman, is a delightful book of morning talks and stories for kindergartens, primary schools, and homes, and without attempting to moralize, the author gives infinite suggestion as to development of character by the study of material that refreshes and inspires. Her famous classic, “Nursery Finger Plays” (\$1.25), is to be found wherever there is a kindergarten, and justly so. Where can be found a child who would not love it? The plays are suitable for babies and for older children, and the tiny fingers are helped by the judicious use of these plays to development of strength and flexibility, whilst at the same time many a dormant thought receives its first awakening.

Angeline Brooks’ contributions are notable. “Kindergarten Papers” (25 cents) is a collection of the seven papers relating to the work of the kindergarten in its different phases, which have recently been printed in some of the leading periodicals of the day or read before distinguished audiences. The list is as follows: “The Philosophy of the Kindergarten,” “The Possibilities of the Kindergarten,” “The Kindergarten as an Institution for Moral Training,” “Play and Work in Education,” “The Connection between the Kindergarten and the Primary School,” “Froebel’s Interpretation of Nature,” “The Religious Nurture of Early Childhood,” “The Kindergarten and the School” (75 cents) is another book containing two of her papers, “The Theory of Froebel’s Kindergarten System,” and “The Gifts and Occupations of the Kindergarten.” Miss Brooks is an active worker in her connection with the Teachers’ College of New York, hence she speaks with authority, and these papers should be read and absorbed by every true kindergartner.

Susan Blow, the pioneer in kindergarten work in St. Louis, has done much to elevate the kindergarten standard by her commentary on Froebel’s Mother-Play, “Symbolic Education.” D. Appleton & Co., International Education Series. \$1.50. She says that Froebel’s great merit is that he insinuates truth into the mind without arousing antagonism to it, and that the subtlety of his method is shown in the fact that he leads the child to represent to himself the ideal which should sway his acts,

but in the beginning does not insist upon the compulsion of the ideal. He wants the beauty to be felt before the constraint; it must allure before it threatens. In this manner she combines theory and practice in the most delightful and inspiring way. The International Education Series of Appleton's have in preparation two volumes from Miss Blow's pen, to appear in the summer. They are to be: Volume I, "Froebel's Mother Communings, Mottoes, and Commentary"; Volume II, "Froebel's Mother Songs and Games."

The last number of this series, just out, is a translation of Froebel's "Pedagogics of the Kindergarten," by Josephine Jarvis, and edited by Dr. Wm. Harris, United States Commissioner of Education, as are all of this series. This book, which is of value not only to teachers, but to parents as well, shows how directly the course of childish employments, beginning with the ball, leads the child very early to harmonious training and usefulness, beauty and truth, and how means are early given to the parents to attain the harmonious cultivation of their child. Froebel says we are to consider to which side of the cultivation he predominantly inclines. Since one excludes the other no more than life, art, and science do, so man, and still more the child, ought not to be educated and cultivated one-sidedly, and exclusively for the one or the other.

An extremely suggestive book of this series is "Systematic Science Teaching," by Edward Gardiner Howe, \$1.50. Mr. Howe demonstrates very practically in this book the value of the "letting alone system with unconscious supervision and guidance," of which Dr. Preyer speaks in "Infant Mind," which is also a book that will commend itself to mothers as well as to teachers, and it should give an impetus to the scientific observation of children. Dr. Preyer alludes to a child's questioning as a means of culture, and gives parents the sensible advice to answer these questions to the best of their ability in such a manner as to make them intelligible to the child and not contrary to truth. He says by doing this as time goes on *the questions prove more and more intelligent*, because the previous answers were retained. It need not be wondered at that a child even of superior endowments puts foolish and absurd questions and thinks illogically when it has been answered with jests and false tales. What a different result might be looked for were Mr. Howe's suggestions followed in this connection. His book, although intended for school work, is full of practical work for the nursery and kindergarten.

"Mental Development in the Child and the Race; Methods and Processes," by James Mark Baldwin, M. A., Ph. D., Macmillan & Co., New York, is a book of interest to psychologists, teachers, and writers on education. It contains a record of numerous experiments and original observations on children, chapters devoted to "Infant and Race Psychology," "A New Method of Child Study," "Conscious Imitation" (how to observe imitation in children), "The Origin of the Will," "The Origin of Attention," etc. In speaking of "Infant Psychology" the author says: "The old argument was this, and it is not too old to be found in the metaphysics of today: consciousness reveals certain great ideas as simple and original; consequently they must be so. *If you do not find them in the child-mind, then you must read them into it.* The genetic idea reverses all this," etc.

This book is to be followed by "Interpretations" by the same author, in which practical directions are to be given to those who wish to observe children usefully. The combined efforts of scientists, psychologists, and teachers, must surely herald an important era in educational reform.

"The Place of the Story in Early Education," by Sara E. Wiltse, Ginn & Co. G. Stanley Hall says in an introductory note to this book, that it seems almost like a Copernicus revolution to make the child, and not knowledge, the center of the whole educational system, and to insist that its nature and need must dominate everything in education, and that child study so directed as to instruct concerning child nature and to awaken child love, should be the beginning of the teacher's wisdom. Miss Wiltse suggests a specific plan and purpose for the story, and she gives illustrations, taken from her own experience, of the value of this method. She discusses "The Child a Volume to be Read," "Physical Phenomena An Alphabet of Feeling," "Thought Succeeding Feeling," "Finger Songs," "The Right Use of Songs and Games," "The Dull Child the Wise Man's Problem," "Children's Habits, etc." Her "Stories for Kindergartens and Primary Schools" (Ginn & Co.) carry out her ideas in a practical manner. She says none of them have been put in the volume until judged and approved by the small critics.

The chapter on "What is a Plant?" in "Glimpses at the Plant World," by Fanny D. Bergen (Ginn & Co.), is an illustration of a story with a specific plan or purpose, and the whole book is written in a delightfully simple style. Books of this class are valuable assistants in carrying out the ideas of Froebel.

"Aunt Louisa's Book of Fairy Tales," and "Aunt Louisa's First Book for Children," are but two of the many delightful books for children from Frederick Warne & Co., New York and London. The former contains many of the old stories so much loved by the little ones—"The Three Little Pigs," "Jack and the Bean Stalk," etc. The "First Book for Children" contains sufficient material for object lessons in various directions. An alphabet is given "out of order" for obvious reasons, and the clock and its hours are illustrated in a manner calculated to make a lasting impression. These books are prepared with a specific purpose in view in connection with the early education of children, as are also "The Life of Our Lord," and "Bible Stories," from the same publishing house. The stories are told in simple language for very little children.

Mary J. Chisholm Foster has written a book called "The Kindergarten of the Church" (Hunt & Eaton), which she says is more suggestive than exhaustive for developing and unfolding the mind of the child, and it is hoped it will stimulate a more definite and practical study of the Bible.

Silver, Burdett & Co., New York, have begun a series of publications called "The Young Folks' Library of Song." The first volume is "Child Life in Song," containing fifty-four beautiful full-page songs for home, kindergarten, and the school. The songs were composed, selected, and arranged by John W. Tufts, who is doing so much to meet the demand for music education in schools. This house issues a course of supplementary reading for children that should not be overlooked by the kindergarten teacher seeking new material for inspiration in her work.

Sophie May's books are full of relief to the weary mother or teacher, inasmuch as they may be relied upon as being perfectly wholesome and at the same time refreshing. "Dotty Dimple" and "Wee Lucy" have undoubtedly helped many little stumbling feet over stony places. Lee & Shepard.

"Tales from the Odyssey," Harpers', is a book in which *materfamilias* relates to her children, in a way that the youngest can understand, the stories of the Lotus-Eaters, the Sirens, Scylla and Charybdis, and a

dozen others. Since we are told the *Odyssey* has its mission in child education this book is of distinct value.

"Master Bartlemy," "The Gentle Heritage," and "Messire," the last story by Frances E. Crompton, E. P. Dutton & Co., are books of exceptional value as suggestive kindergarten stories, embodying studies of childhood that will naturally lead children to the ideals so much desired by Froebel. "Messire" is a dear little boy, full of innocent mischief, lovable, brave, and true, and his story is exceedingly well told. This house publishes a large variety of object-lesson books, cards, toy-books, etc., notably "A Picture Alphabet for Little Folk," consisting of a number of card easels, each having a letter and a picture beginning with this letter, the whole comprising "The Children's Spelling Box," of which there has been an unprecedented sale. We might go on, *ad infinitum*, as there never has been so much good literature published as now in the interest of the little ones. Froebel says: "It takes the whole world of men and women loving each other, to express the image and likeness of God."—*Louise E. Hogan, New York City.*

"The Psychology of Childhood," by Frederick Tracy, B. A., Ph. D., Lecturer in Philosophy in the University of Toronto, with an introduction by G. Stanley Hall. Published by D. C. Heath & Co. A careful compilation of systematically recorded studies of children, which presents the parent and teacher a basis for the intelligent judgment of child development. Too much of the sentimental has entered into the observation of child development, too little of the actual searching for the real psychology of childhood. Mothers and teachers now recognize as well as the psychologists the importance of accurate knowledge of the growing consciousness. Much depends upon the correct attitude of adult to child. Though the immortal little souls seem to rise undaunted by the heinous mistakes and criminal neglect of self-appointed guardians, and somehow in the large majority make fairly respectable citizens, the opportunity is but the more golden when the possibilities of careful and right treatment are known. Dr. Tracy says: "It is difficult fully to realize how the little child is watching our every movement and learning thereby. With regard to that which he is to be, and the legacy which he in his turn shall transmit to those who shall succeed him, he is very largely dependent on his physical and social environment; and all those who compose that environment, not only parents and teachers but everyone who comes in contact with the child, even casually and occasionally, assist, whether they will or no, in his education." The observation of the mental processes by which the child assimilates this environment is the material for the psychology of childhood. The inquiry proceeds along the line usually followed by psychologists, and treats the mental endowment, from the genetic point of view, in the following order: sensation, emotion, intellect, volition; child-language, on account of its paramount importance, being treated in a chapter by itself. Every mental phenomenon passes through a graduated ascending series of development. "If we carefully observe the child during the first two years of his life and note how the intonations, and afterwards the words, of those by whom he is surrounded are given back by him—at first unconsciously but afterward with intention—and how, when conscious imitation has once set in, it plays thenceforth the preponderating rôle, we shall readily believe that, without this second factor, but little progress would be made toward speech-acquisition. Language is *possible* in all normal children; it becomes *actual* only in the presence of a companion. But given the companion, and scarcely any limit can be set to the possibilities of development."

"Childhood in Literature and Art," by Horace E. Scudder, Houghton, Mifflin & Co., is a charming study of the child as a factor in the literatures and art of the nations. "There was a time," he says, "just beyond the memory of men now living, when the child was born in literature. He has now become so common that we scarcely consider how absent he is from the earlier literature, but while a hasty survey certainly assures one that the nineteenth century regards childhood far more intently than any previous age, it is impossible that so elemental a figure as the child should ever have been wholly lost to sight. . . . It is significant of the Renaissance—it is significant, I think we shall find, of every great new birth in the world—that it turns its face toward childhood and looks into that image for the profoundest realization of its hopes and dreams." With this high ideal of the mission of the child as a figure in literature and art, Mr. Scudder traces his appearance from Homer to Hawthorne, and through mediæval to modern art. "Art is by its nature more closely representative of childhood than literature can be." But "the first appearance of a new form in literature produces an impression which can never be repeated. The child once introduced into literature, the significance of its appearance thereafter is not so much in individual instances as in the general and familiar acceptance of the phenomenon. At least so it appears from our near view. It is not impossible that later students may perceive notes in our literature of more meaning than we now surmise. . . . Meanwhile, from the time when childhood was newly discovered, that is to say, roughly, in the closing years of the last century, there has been a literature in process of formation which has for its audience children themselves. There is a correlation in time, at least, between childhood in literature and a literature for children." And from this introduction Mr. Scudder calls attention to the efforts of writers, since childhood has reached recognition, to gain the audience of the children, genuinely indifferent to the figure they might be cutting before the world, and shows the development of such a literature, with some comments thereon, and a decided criticism on "subtlety in literature for children."

"The Diary of Anna Green Winslow" is a quaint leaf out of the past. The faithful and minute account of the details of her environment give the book a certain historical value. Beyond that the frank and naïve expression of her own opinions and tastes may turn the key for many a parent studying a quiet, demure little lass, and who may find that the maiden of early New England was very typical of the demure little maid of to-day. Her life and surroundings were very different, but the child-heart of simplicity and love are the same in all generations. The education of the little Boston schoolgirl of 1771 is in strong contrast to the life of a little girl of today. The "many avocations" which prevented the keeping of her journal so exactly would be strange occupation for a modern maiden, and the sense of distant reverence is pathetic when she records that "indeed it would be wonderful, as aunt says, if a gentleman of papa's understanding and judgment could be highly entertained with *every little* saying or observation that came from a girl of my years, and that I ought to esteem it a great favor that he notices any of my simple matter with his approbation." The book is issued by Houghton, Mifflin & Co., bound in canvas in clever imitation of just such a sampler as must have constituted one of little Miss Winslow's "many avocations."

"Classic Myths from the Greek, German, and Scandinavian," retold for primary pupils by Mary Catherine Judd, and illustrated with repro-

ductions of old Italian paintings. Issued by the School Education Publishing Co., in their series of School Education Helps. Those stories of childhood are always the most fascinating and instructive that are taken from the myths which symbolized the childhood of the race. Teachers using these myth stories, however, should be particular to familiarize themselves with the original forms and give the classic coloring as much as possible to the reproduction, else the version which reaches the child is liable to be "diluted dilution."

"In The Story Land," a new book of stories for the kindergarten, is having a large sale. The author, Harriett Linesh Coolidge, has made a great success in introducing the kindergarten into the Sunday-school. She was born in Boston, and was well acquainted with Miss Elizabeth Peabody, and she has put the true kindergarten spirit into these stories. A kindergartner who heard her address a large audience of ladies in Brooklyn, N. Y., said there was great cause for rejoicing that some one had come to fill the place left vacant by Kate Douglas Wiggin.

AN article in the May *Chautauquan* on the fashions of the nineteenth century touches the idea that in its evolution modern fashion typifies the woman it adorns. The timid, sentimental creatures of 1840 were expressed externally by gracefully festooned draperies, and a general drooping air, while the robust girl of the period has adapted fashion to her joyous, springy life, and appears in puffs and haircloth, pompons and aigrettes.

THE third edition of "Old Mother Earth—Her Highways and Byways," by Josephine Simpson, has just been issued by William Beverley Harison, N. Y. It is a very interesting little volume of geographic and geologic information, told simply and imaginatively. Some small geologic errors should have been revised in the light of recent conclusions in a new edition.

"Classic Stories for the Little Ones," adapted from Andersen's and Grimm's tales and others, by Mrs. Lida Brown McMurray, issued by the Bloomington Public School Publishing Co. The stock stories that have delighted generations of children are here retold and gathered with notes for the assistance of parents and teachers.

"Buttercup Gold and Other Stories," by Ellen Robena Field, is a little book issued by the Kindergarten Association of Bangor, Me., and contains short kindergarten stories which have been used by the author in her own kindergarten.

EVERY kindergartner should secure a copy of Richard Grant White's "Every Day English" for a summer's study of the English language. It is by no means dry reading, and is an antidote to careless habits of speech.

PUBLISHERS NOTES.

Always read the Publishers' Notes and see what offers we make for your benefit.

New Offers.—The following special combination offers are made to every new subscriber to the KINDERGARTEN MAGAZINE for 1895: One subscription (\$2.00) and one copy of "Child's Christ-Tales" (\$1.00) for \$2.50; one subscription (\$2.00) and one copy of "Friedrich Froebel Year-book" (\$1.00) for \$2.50; one subscription (\$2.00) and one copy of the "Kindergarten Sunday School" (\$1.00) for \$2.50.

All manuscript intended for publication in the KINDERGARTEN MAGAZINE should reach the editor's desk before the sixth of the previous month. Manuscript for the *Child-Garden* should be sent in no later than the first of the previous month.

Of the six bound volumes of the KINDERGARTEN MAGAZINE, Vols. I, II, and III are completely exhausted; Vol. IV, a limited number in stock at \$4; Vols. V, VI, and VII, full stock, \$3. Regular yearly subscription \$2. These volumes are bound in scarlet silk cloth, completely indexed, and contain excellent outlines of Practice work, Sunday-school work, Gifts and Occupations; rich in experiment and exhaustive discussions.

The Kindergarten Magazine does not repeat itself. Study the indexes to bound volumes, and find what you want on any kindergarten subject.

English Price Lists, giving values of our best books and magazines in English currency, can be secured for Canadian and English teachers. Send for same to forward to foreign friends in time for their orders.

Study the Catalog of Kindergarten Literature before placing your orders for books. If you have not seen the catalog, send ten one-cent stamps for a copy.

Wanted—Back numbers of KINDERGARTEN MAGAZINE. We will exchange any other number you want in Vols. IV, V, or VI, or any books of same value in our catalog, for back numbers of Vols. I, II, or III. Address Kindergarten Literature Co., Chicago.

Child-Garden can be safely recommended to parents who want kindergarten home helps. It places before them the seasonable and current work being carried on in the actual kindergartens. \$1.00 a year brings the choicest, freshest, of child-story, song, and play into the home. Single number 10 cents. If you wish to work up a warm interest in your neighborhood in kindergarten send for our clubbing rates on *Child-Garden*, and put it in the homes.

To Teachers and Others.—For the meeting of the National Educational Association at Denver, Col., in July next, the Western Trunk Lines have named a rate of one standard fare, plus two dollars, for the round trip. Variable routes will be permitted. Special side trips at reduced

rates will be arranged for from Denver to all the principal points of interest throughout Colorado, and those desiring to extend the trip to California, Oregon, and Washington, will be accommodated at satisfactory rates. Teachers and others that desire or intend attending this meeting, or of making a western trip this summer, will find this their opportunity. The Chicago, Milwaukee & St. Paul Railway (first-class in every respect) will run through cars Chicago to Denver. For full particulars write to or call on F. A. Miller, Assistant General Passenger Agent, Chicago, Ill.

Educational Clubs should secure our rates before ordering society printing, such as reports, stationery, and programs.

We will send to anyone subscribing for **KINDERGARTEN MAGAZINE**, and desiring "Symbolic Education," by Susan Blow, both for \$2.50; *Child-Garden* and "Symbolic Education," \$2; **KINDERGARTEN MAGAZINE**, *Child-Garden*, and "Symbolic Education," \$3.25.

A Campaign Leaflet.—"What Kindergarten does for the Children," by Katherine Beebe. Price 2c. each; \$1.50 per hundred. Send for a sample if you want to work up an interest in your neighborhood.

Always—Send your subscription made payable to the Kindergarten Literature Co., Woman's Temple, Chicago, Ill., either by money order, express order, postal note, or draft. (No foreign stamps received.)

Our readers are invited to forward manuscripts of stories, songs, or articles on any phase of the kindergarten work. The same will be carefully considered. The author's name and address should be plainly written on each manuscript, and stamps inclosed for the return of same if unavailable.

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